

# *Cumberland High School*

## *Program of Studies*

2009-2010



**2600 Mendon Road**

**Cumberland, RI 02864**

Tel: (401) 658-2600 Main Building

(401) 658-1600 Transitional Building

Fax: (401) 658-3124

School Website: [www.cumberlandschools.org](http://www.cumberlandschools.org)

Cumberland High School is fully accredited by the New England Association of Schools and Colleges

## SCHOOL INFORMATION

### CENTRAL ADMINISTRATION

2602 Mendon Road

**658-1600 ext. 354**

658-4620 (Fax)

Dr. Donna Morelle, Superintendent

658-1600 x 6

Dr. Susan Carney, Assistant Superintendent

658-1600 x 7

Lisa Colwell, Director of Special Education

658-1600 x 2

658-1601(Fax)

Fredrik Schochaert, Deputy Director of Special Education

658-1600 x 2

658-1601 (Fax)

Joseph Rotella, Director of Administration

658-1600 x4

### CUMBERLAND HIGH SCHOOL

2600 & 2602 Mendon Road

**658-2600 ext. 222 & ext. 223**

658-0880 (Fax)

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Dorothy Gould, Principal

658-2600 ext. 224

Scott Fuller, Assistant Principal Grade 11

658-2600 ext. 221

Donna Zannelli, Assistant Principal Grade 12

658-2600 ext. 225

Brien Keller, Assistant Principal Grade 9 and 10

658-1600 ext. 301

Student Management (absences/dismissals etc.)

658-2600 ext. 227

Frank Geiselman, Athletic Director

658-1600 ext. 343

James Alix, School Social Worker

658-2600 ext. 240

Stephanie York, School Psychologist

658-2600 ext. 194

Kevin Kolek, Student Resource Officer

658-2600 ext. 248

Stephanie McGeheraty, Student Assistance Counselor

654-2600 ext. 248

### OTHER PHONE NUMBERS

Durham Bus Company

334-3745

Lynda Clarke, Truant Officer

658-2600, ext. 228

### GUIDANCE

Guidance Department

658-2600 ext. 203

658-3124(Fax)

CHS Guidance Department Information can be found at: --<http://www.chsguidance.net/>

### EMAIL

Addresses for employees of Cumberland School District follow the pattern:

first name. last name@cumberlandschools.org

For example: Dorothy Gould's email is: [dorothy.gould@cumberlandshools.org](mailto:dorothy.gould@cumberlandshools.org)

### WEB-SITES

Cumberland High School

<http://www.cumberlandschools.org/schools/CHS/>

Cumberland High School Athletic schedules

<http://www.highschoolsports.net>

Parent Advisory Council (PAC) website

[http://www.geocities.com/chs\\_pac](http://www.geocities.com/chs_pac)

CHS electronic student newspaper *The Scanner*

<http://www.chsscanner.com/Scanner/Scanner.html>

Cumberland Public Schools

<http://www.cumberlandschools.org/>

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## FOREWORD

Dear Students (Parents/Guardians are also encouraged to read below),

The *Cumberland High School Program of Studies 2009-2010* lists a wide array of courses offered at the high school and provides guidance on how to make appropriate course selections. Information about graduation requirements, specific course descriptions, academic levels, and guidance services are also found in the program. As you prepare for the 2009-2010 school year, work closely with your guidance counselor and listen carefully to the advice and recommendations of your current teachers. Involve your parents early to benefit from their insight and experience.

Please read the *Cumberland High School Program of Studies* carefully as some of the information is new. Mapping out an appropriate set of classes allows you to meet graduation requirements while choosing academic and enrichment courses that are both realistic in content and demanding in scope. You are encouraged to take full advantage of the diverse curricular and co-curricular offerings available to you. In March, students will be selecting courses for next fall. Course offerings and staffing will be developed based on those student requests. Although some courses may be for a single semester, the scheduling procedure is a once-a-year process. **It is absolutely critical that you choose your classes and level of difficulty wisely. After this period of selecting classes, changes to schedules cannot be made except in rare situations where extenuating circumstances are present and can be documented.**

The *Cumberland High School Program of Studies 2009-2010* is compiled and printed prior to the finalization of the school budget and the collection of student requests for classes. I want to make certain that you and your parents understand that some of the courses in these listings may not be offered or may be modified due to either insufficient funding or low enrollment. In all instances, however, students will be able to take the courses that are required for graduation.

I encourage you to take full advantage of the opportunities offered at Cumberland High School and to select the most challenging academic program you possibly can. Further, to ensure that every possible door remains open to you upon graduation; I encourage you to pursue a quality program and to take academic risks by selecting some subjects with which you are not familiar.

Sincerely,

*Dorothy C. Gould*

Principal

## **CHS MISSION STATEMENT**

Through a partnership with parents and community, CHS will produce life-long learners who demonstrate logical thinking, effective communication and responsible citizenship. Our learning environment is predicated on academic rigor, consideration for a wide variety of teaching/learning styles and diverse artistic, social and athletic opportunities for everyone in a safe atmosphere of tolerance, courtesy and mutual respect.

## **CHS STUDENT EXPECTATIONS**

CHS students will...

1. demonstrate an active involvement in their learning.
2. demonstrate logical thinking and problem solving ability.
3. effectively communicate through writing, listening, speaking, and reading across all content areas.
4. demonstrate the ability to locate, organize, evaluate, and utilize different sources of information and/or data.
5. identify connections between historic events and today's global society.
6. demonstrate proficiency in the Fine/Performing Arts.
7. demonstrate the concept of personal wellness to develop a safe and healthy lifestyle.
8. be responsible citizens in the community.
9. identify goals and set priorities to prepare for life and career decision making.

Cumberland High School is, first and foremost, an academic institution. While it is the responsibility of the administration and the faculty to set appropriate standards, it is the responsibility of the individual student to do all that he or she can to work toward those standards. It is, after all, the future of the student which is at stake each time he or she attends a class. While teachers are expected to maintain appropriate academic standards in the classroom, a Cumberland High School student is expected to assume the responsibility for taking his/her academic work seriously and to make the commitments that are necessary in order to excel to the best of his/her ability.

**“Schools must be sure that all students successfully complete a rigorous diploma program that gives them access to college or post-secondary training, whether immediately after high school or when and if they so choose.”**

Rhode Island High School Diploma System Brochure June 2005

## **GRADUATION REQUIREMENTS**

### **I. Course Credit requirements**

All students must earn a minimum of twenty (20) credits to graduate.

Distribution requirements (16 credits) which are mandated by the Cumberland School Department and/or the State Department of Education are:

1. Four (4) credits in English are required of students for graduation. Students failing English must earn English credit prior to or concurrent with the next sequenced grade level.
2. Three (3) credits in social studies, at least one of which must be U.S. History, are required of students for graduation.
3. Three (3) sequential mathematics credits and one (1) math intensive course are required.
4. Three (3) science credits are required. Students must have 2 years of a lab science, one a biological and one a physical science.
5. Two (2) credits are required in Physical Education/Health.
6. One-half (1/2) credit in technology/computer is required. On an individual basis, a student may demonstrate proficiency for graduation purposes and be released from this mandate.
7. One-half (1/2) credit in the arts is required. On an individual basis, a student may demonstrate proficiency for graduation purposes and be released from this mandate.

Outside of the required courses students must earn a minimum of an additional 4 credits.

### **II. Service Learning Requirement**

All students must complete a Service Learning Project consisting of a minimum of 15 hours of service connected to academic learning. The project must be pre-approved and supervised by a teacher or administrator. The project must be completed by May 22 of the 11<sup>th</sup> grade year (Beginning with the class of 2010).

### **III. NECAP Testing Requirement**

All students must take the NECAP state testing during their 11<sup>th</sup> grade year. The NECAP will be given a weight of 30% toward graduation.

### **IV. Common Course Assessments**

All students will have common course assessments **at the end of the first semester in January and at the end of the second semester in June.**

### **V. Portfolio**

Each year, students in all grades will compile a portfolio of work according to the standards outlined in the *Graduation by Proficiency Handbook*. Portfolios for the year will be due by the progress report date in the fourth quarter for grades 9-11. Seniors will have their portfolios completed by the progress report date in the third quarter. During the balance of the third quarter and in the fourth quarter, seniors will present their portfolios as outlined in the *Graduation by Proficiency Handbook*.

## COURSE REQUIREMENTS

Each year all students should select courses totaling 6 credits. There are two semesters in a school year. At least four of your courses must be selected from the areas of English, Foreign Language, Mathematics, Science, or Social Science. **An annual minimum of five courses each semester from academic areas is strongly recommended to be competitive in the college admissions process.**

**Credits:**      Class meets every day:              class earns ½ credit each semester  
                          Class meets every other day:      class earns 1 credit each semester.

## SUGGESTED SEQUENCE OF COURSES

### FIRST YEAR

Course	Credit
English 1	1
Physics First	1
U.S. History 1	1
Mathematics	1
PE/Health 9	½
Elective	1
Elective	½
Total Credits	6

### SECOND YEAR

Course	Credit
English 2	1
Chemistry	1
U.S. History 2	1
Mathematics	1
PE/Health 10	½
Elective	1
Elective	½
Total Credits	6

### THIRD YEAR

Course	Credit
English 3	1
Physics or Oceanography (2009 & 2010)	1
Biology (2011 forward)	
Social Studies elective	1
Mathematics	1
PE/Health 12	½
Elective	1
Elective	½
Total Credits	6

### FOURTH YEAR

Course	Credit
English 4	1
Elective	1
Elective	1
Mathematics Intensive	1
PE/Health 12	½
Elective	1
Elective	½
Total Credits	6

**Courses that meet the Fine Arts requirement (½ credit)**

Any art class, any drama class, any music class including band & chorus.

**Courses that meet the Computer requirement (½ credit)**

Digital Tools, Computer Applications, Computer Science I or II, CAD/Technical Drafting I or II, Graphic Design I or II, Accounting I, Web Page Design, Digital Photography, Electronic Music, Music Theory, Computer Technician, Robotics, Journalism, Yearbook.

### **Courses that meet the Math + 1 requirement (1 credit)**

- Any one-credit math course beyond the 3 math credit graduation requirement
- ½-credit math courses beyond the 3 math credit graduation requirement
- Science courses from the following list, if it is beyond the 3 credit requirement for science: Forensic Science, AP Biology , AP Chemistry, Physics, AP Physics, Environmental Science, Sports Science, Issues in Biotechnology, Science and Health Careers, and Oceanography
- Other 1 credit courses: Accounting, Retail Merchandising, Astronomy & Geology, Economics, Robotics.
- ½-credit courses: Automotive Technology I or II, Electricity & Wiring I, Electricity II, Electronics, Small Engines, CAD/Technical Drafting I, CAD/Technical Drafting II, Business Management, Sports Entertainment Marketing, Fashion Design and Construction, Wood Fabrications I or II, Computer Applications, Computer Technician, Personal Finance, Graphic Design I, Graphic Design II, Web Page Design, Digital Photography and Music Theory.

### **COURSE SELECTION PROCESS**

Review the course descriptions in this booklet and discuss the courses with your teachers, counselors, and parents/guardians before making selections. A four-year program should be planned with your counselor. A course selection sheet for the 2009-2010 school year will be given out in March.

- Once the course selection sheets are returned, a tally of all course requests is made.
- Courses not having sufficient enrollment are cancelled and a master schedule is built.
- Individual student schedules are then programmed. Students are notified of course offering changes that affect their program and an opportunity for adjustments is provided. Courses needed to fulfill graduation requirements will be available.

Teacher recommendations must be received from present teachers in all sequential subjects.

### **ADMISSION TO POST-SECONDARY SCHOOLS**

When planning a course of study for a student's four years at Cumberland High School, some thought should be given to college admission requirements. This section has been included to give a brief overview of the college admission process so that students and parents will be able to make informed decisions on course selections.

Colleges make admissions decisions by evaluating some or all of the following information about a student:

1. High school transcript
  - a. Type of curriculum/courses
  - b. Grades/Grade Point Average (G.P.A.)
2. College admissions exams
  - a. SAT reasoning test or ACT
  - b. SAT subject tests
3. Recommendations
4. Extracurricular activities
5. Special talents
6. Your college application and essays

In general, students preparing for college, who wish to keep all of their options open, should plan their program to include:

English	4 years
Social Studies	3 to 4 years
Languages	2 years plus (the same language - 3 years or more is preferred)
Science	3 to 4 years (including 2 years of laboratory science)
Mathematics	3 to 4 years (through Algebra II or beyond, if possible)

Students considering specific careers or majors in college should consult with their counselor because some careers/majors may have prerequisites.

### **College Admission Testing**

The Preliminary Scholastic Aptitude Test (PSAT) is designed as a practice test for the SAT Reasoning Test and a qualifying test for National Merit Scholarships (when taken in the junior year). This test is administered once each year in October. Juniors are strongly encouraged to take this test.

The SAT Reasoning Test measures critical reading, math problem-solving, and writing skills developed over many years, both in and out of school. These tests are generally taken in spring of the junior year and/or the fall of the senior year.

SAT Subject Tests are designed to measure how much a student knows about a particular subject. The more competitive colleges may require them. It is recommended that an SAT Subject Test is taken as soon as the student has completed his/her most advanced study in an area. Students should check with colleges to learn about their requirements for the Subject Tests. The tests are one hour exams and students may take up to three on a given test date.

For more information please visit [www.collegeboard.com](http://www.collegeboard.com)

The ACT, administered by the American Colleges Testing Service, is another standardized test used for college admissions. The ACT contains four 35 to 50 minute sections in English usage, mathematic reasoning, reading comprehension and science. The main difference between the ACT and the SAT is the ACT is a yardstick of both reasoning ability and knowledge of specific subject matter covered in courses. The ACT plus writing includes a 30-minute writing test for an additional fee. This writing test lets you show your skill in planning and composing a short essay. Most colleges will accept the ACT in lieu of the SAT Reasoning test, and some colleges will accept the ACT in lieu of both SAT Reasoning tests and SAT subject tests. Check directly with the colleges you are considering for specific information about testing requirements.

For more information please visit [www.act.org](http://www.act.org)

Students with special needs who require accommodations for test-taking in classes may apply for eligibility for special accommodations when taking the SAT or the ACT. Counselors and learning specialists have more detailed information.

It is essential that the process of selecting appropriate colleges and/or making other post-graduate plans begin in the junior year. During the second semester of the junior year, students begin meeting formally with counselors to discuss their future plans. Counselors present post-secondary information to students in a classroom setting in both their junior and senior years. CHS offers a College Information Night in April each year.

## COURSE LEVELS

### Academic 1

The Academic 1 curriculum provides preparation for post-secondary education. This curriculum provides an intensive focus on developing and refining essential academic skills in a small, personalized setting at a pace that enables students to achieve the school's graduation expectations in the areas of logical thinking, effective communication, and responsible citizenship. A1 is scaffolded to allow students multiple opportunities to meet state GSEs and national content standards in English, mathematics, science, and social studies. Some independent work will be required. Achievement will be measured using a variety of traditional, authentic, and performance-based assessments.

### Academic 2

The Academic 2 curriculum provides preparation for post-secondary education. This curriculum is designed to enable students to achieve the school's graduation expectations in the areas of logical thinking, effective communication, and responsible citizenship. A2 is scaffolded to allow students multiple opportunities to meet state GSEs and their extensions, as well as national content standards in English, mathematics, science, social studies, world languages, health/physical education, and fine/applied/technical arts. This curriculum requires more independent effort on the part of the student, the pace is faster, and subject content will be explored in more depth than in the A1 curriculum. Achievement will be measured using a variety of traditional, authentic, and performance-based assessments.

### Honors

The Honors curriculum provides preparation for post-secondary education. This curriculum is designed to enable students to achieve the school's graduation expectations in the areas of logical thinking, effective communication, and responsible citizenship. Honors allows students multiple opportunities to meet state GSEs and their extensions, as well as national content standards in English, mathematics, science, social studies and world languages. This curriculum requires extensive independent and supplementary work outside the classroom, is taught at an accelerated pace, and the depth and breadth of subject content will be explored more comprehensively than in the A 1 and A 2 curricula. Achievement will be measured using a variety of traditional, authentic, and performance-based assessments.

## OTHER COURSE OPPORTUNITIES

**Advanced Placement (AP) courses are offered in cooperation with the College Board.** These courses are college-level courses for which students may receive college credit from some institutions upon successful completion of the Advanced Placement Examination. AP courses are available in a variety of disciplines; descriptions of these courses can be found listed by discipline.

AP courses are designed as first year college courses and follow an established curricula approved by the College Board. The courses address a broad content, at a deep level, and at a faster pace than required by the Rhode Island high school curriculum standards. Students taking an AP course should expect to spend significant time on independent reading, projects and papers. Demonstrable skills that support successful participation in an AP course include the ability to:

- Read independently and readily recalls essential knowledge
- Organize and synthesizes large amounts of material
- Write organized, sophisticated essays

### **AP Test Policy**

Students who register for an Advanced Placement class will be expected to take the AP exam in May. These exams cost \$86 per test. The test fee is to be paid by the student in March. Some financial assistance is available for those students who are unable to afford the test fee. Students who are eligible for free or reduced price lunch qualify for a \$22 College Board fee reduction on all AP examinations that they take in a given year. Please see your counselor for more information on test fee waivers.

**Early Enrollment Program (EEP) courses are offered in cooperation with Rhode Island College.** These courses allow students to earn college credit simultaneously with earning their high school diploma. EEP courses are taught either at the Honors level or as an AP course. CHS staff who are teaching these courses are also considered adjunct instructors with the college. If a student enrolls in the EEP program and earns no less than a B- average for a course, the grade will appear on the student's high school transcript and on an official RIC transcript. Students may use these college credits as they enter RIC or transfer them to one of the many colleges or universities which accept RIC credits. There is a small charge for receiving credits in an EEP course. In 2007-2008 it was \$160.

Demonstrable skills that support successful participation in an EEP course are the same as for an AP course.

**Law Pathway is offered in conjunction with Roger Williams University.** During their junior and senior years, students interested in law, public safety and/or security have an opportunity to participate in the Law Pathway. Providing an interdisciplinary approach between science and social studies, students will take *Introduction to Criminal Justice, Law and Society, Introduction to Psychology* or *Introduction to Sociology* and *Forensics*. With successful completion of the Law Pathway, students will receive a certificate of completion. Students may also opt to present a portfolio of their work to a panel of Roger Williams University professors for consideration of up to six transferrable college credits. There is no cost for this program and college credits can be used as students enter Roger Williams or transferred to one of the many colleges or universities which accept Roger Williams University credits.

The portfolio and presentation for this pathway also satisfies the portfolio graduation requirement for Cumberland High School.

**Concurrent Enrollment (early college enrollment)** is offered in the senior year only. Concurrent Enrollment is defined as completing the senior year of Cumberland High School and the freshman year of college at the same time on the college campus.

**Independent Study** courses can sometimes be arranged in special situations. If a student has exhausted the course offerings listed in the *Program of Studies*, an Independent Study course may be developed to meet the student's particular needs. A request for such a program should first be made to the student's guidance counselor. A course curriculum with clearly defined expectations and responsibilities is to be developed by the proposed teacher and student and must be approved by the department chairperson and the principal prior to the start of the semester.

**Distance Learning** options are being explored at this time. It is planned that CHS will offer some type of on-line opportunities for students to earn original or make-up course credits.

**Woonsocket Area Career and Technical Center** offers a full time program that may be started in either the sophomore or junior year. See WACTC offerings on last page of this *Cumberland High School Program of Studies*.

## **CHOOSING COURSE LEVELS**

To succeed academically in any course at Cumberland High School, students must:

1. Attend classes each day prepared to learn by being physically alert and prepared with materials needed for class.
2. Actively and voluntarily participate in daily classroom activities, remaining focused on the learning objectives.
3. Ask questions to acquire understanding in class; seek additional instruction outside of class when necessary to clarify understanding.
4. Consistently and thoroughly complete homework and other assignments on time.

Students are encouraged to take courses that will stimulate their interests and challenge their intellect. Students are encouraged to discuss course expectations and content with teachers, guidance counselors and their parents.

Before students come to CHS from the 8<sup>th</sup> grade, teachers from CHS and teachers from the middle schools meet to discuss placement. Based on this meeting and information from standardized testing, report card grades and prior knowledge of the student's learning style, teachers in the middle school will make course level recommendations for the high school.

After a student has been at CHS, teachers from his/her last course will make recommendations for the student's next course level.

The teacher's recommendation is based on an in-depth knowledge of a student's academic strengths and challenges. If the student and/or parents want to further review a recommendation, they should first speak with the teacher making the recommendation. After that, if they want to place their child at a level different level from the teacher's recommendation, they should contact guidance.

## **STUDENT SCHEDULE RESPONSIBILITY**

Each student must carefully check his/her respective schedule upon receipt in September to verify that s/he has the correct classes. If a student has a concern or question, please see your guidance counselor. Subject omission may prevent graduation for lack of required units for a specific program.

## **SCHEDULE CHANGES**

Students are expected to choose their courses carefully after consultation with parents/guardians, teachers, and counselor. For electives students need to make several alternate choices.

After schedules have been issued, students are expected to remain in their assigned classes. Any changes necessitated by an error in class assignment or level will be adjusted by the student's counselor. Discrepancies should be brought to the attention of the student's counselor a.s.a.p., but not later than the first 15 school days of the year. No record of such corrections will be kept.

Level changes may be made, if warranted, with teacher, counselor, department chair, principal/assistant principal, and parent/guardian approval. The following criteria must be met for a level change to be considered:

1. The student has actively participated in the class.
2. The student has completed all assigned homework and class projects.

3. The student has sought additional help outside of the regularly scheduled class time.

The exception is, if there is a parental override placing a student into a level not recommended by teachers or guidance counselor, the student contracts to stay in the course for at least a semester.

A course change, even if approved, cannot always be granted. When the proposed course has been closed due to class size or a change would create a conflict in a student's schedule, the intended change cannot be granted.

### **PROMOTION REQUIREMENTS**

**Sophomore Class** --Students must have accrued at least 4 credits

**Junior Class** --Students must have accrued at least 9 credits

**Senior Class**--Students must have accrued at least 14 credits

**Completion of credits**—Students must have accrued at least 20 credits

### **COURSE EXAMINATIONS**

End of semester common course assessments are given in January and June. As noted above, these exams are part of the graduation requirements. Exam grades are worth a total of 20% of a student's semester grade. Exams include a project/demonstration component, worth at least 50% of the exam total, as well as a more typical written part.

### **MARKING SYSTEM**

Report Cards are issued four (4) times a year. Note: the minimum passing grade is a D.

### **HONOR ROLL**

At the end of each QUARTER marking period, the school Honor Roll consisting of High Honors and Honors is prepared and published.

HIGH HONORS - Student must attain a grade of A- (90) or higher in EACH SUBJECT.

HONORS - Student must attain an overall average of B (84) with NO GRADE BELOW B- (80).

### **GRADE POINT AVERAGE**

Grade point average is calculated on a scale in which an A = 4.0

### **CLASS RANK**

A weighted **rank in class** will be determined for all Cumberland High School students, based on a scale in which an A = 4.0. Additional weight will be given to Academic 2, Honors and Advanced Placement classes.

### **SUMMER READING**

Students enrolled at Cumberland High School are required to read and report on two books during the summer vacation. This program has been approved by the Cumberland School Committee. Students select one book according to the English department requirements and one book from the Social Studies book list.

## **STUDENT SERVICES**

### **Counseling Services**

The counseling staff at Cumberland High School is committed to provide quality services for all students. Our certified, professional school counselors serve as academic advisors, future-planning guides and personal supports to students and families during the high school years. Counseling services address the developmental needs of all students through planned, sequential activities. Counselors work with students, individually and in small groups, or in classroom guidance sessions on social, emotional and academic development issues, conflict resolution, crisis intervention, problem-solving, and career and college planning.

Each student is assigned to a counselor alphabetically. Getting to know students in their caseload is a priority for each counselor. In addition to counselor-initiated appointments, students can also initiate a meeting to see their counselor. The counseling staff recognizes the importance of class time and will use careful discretion in scheduling student meetings. Counselors are available at any time for an emergency or crisis. Parents and guardians are encouraged to call and schedule appointments as needed.

### **Library Media Center**

The Library Media Center at Cumberland High School provides a rich learning environment for the high school community. The Library Media Center offers a variety of resources to meet academic needs and to nurture a love of reading. The collection, which includes print, media and computer resources, has been developed to support the RI Proficiency Based Graduation frameworks and to support the intellectual development of our community of learners. Information skills are taught both to classes and to individuals. Technology skills are woven into the information literacy curriculum. The Library Media Center is a primary resource of information, materials and expertise for students working on electronic portfolios.

### **Homework Help Center**

Homework help is available through peer tutors each afternoon. Each day of the week highlights one subject area in which students can get assistance. Students should see their guidance counselor for the details. Most of the tutors are volunteers who are also members of the National Honor Society.

### **Extra Help From Teachers**

Most days teachers are available for extra help and make-up work from 1:40pm to 2:15pm. Students should speak with their classroom teachers to be sure of availability on a particular afternoon.

### **Special Education**

Because of Federal and State of Rhode Island mandates, we no longer specifically identify courses for special education students or delineate these courses on a student's transcript. Students who have an Individualized Educational Plan (I.E.P.) should consult with their liaison (special education case manager), guidance counselor, teachers and parent/guardians when making course selections.

## EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are an important part of a student's high school program. They are designed to broaden the educational and social experience of the student and to teach the skills involved in leadership and teamwork. Some of the activities offered at Cumberland High School are listed below. If you do not see something which interests you and would like to start a club or activity, please speak with the principal or athletic director.

### FALL SEASON

Cheerleading  
Cross Country - Boys  
Cross Country - Girls  
Field Hockey  
Football  
Soccer – Boys  
Soccer – Girls  
Tennis – Girls  
Volleyball - Girls

### WINTER SEASON

Basketball - Boys  
Basketball - Girls  
Ice Hockey  
Swimming– Boys and Girls  
Track – Boys  
Track - Girls  
Wrestling

### SPRING SEASON

Baseball  
Golf – Boys and Girls  
Lacrosse – Boys  
Lacrosse - Girls  
Softball  
Tennis – Boys  
Track - Boys  
Track - Girls

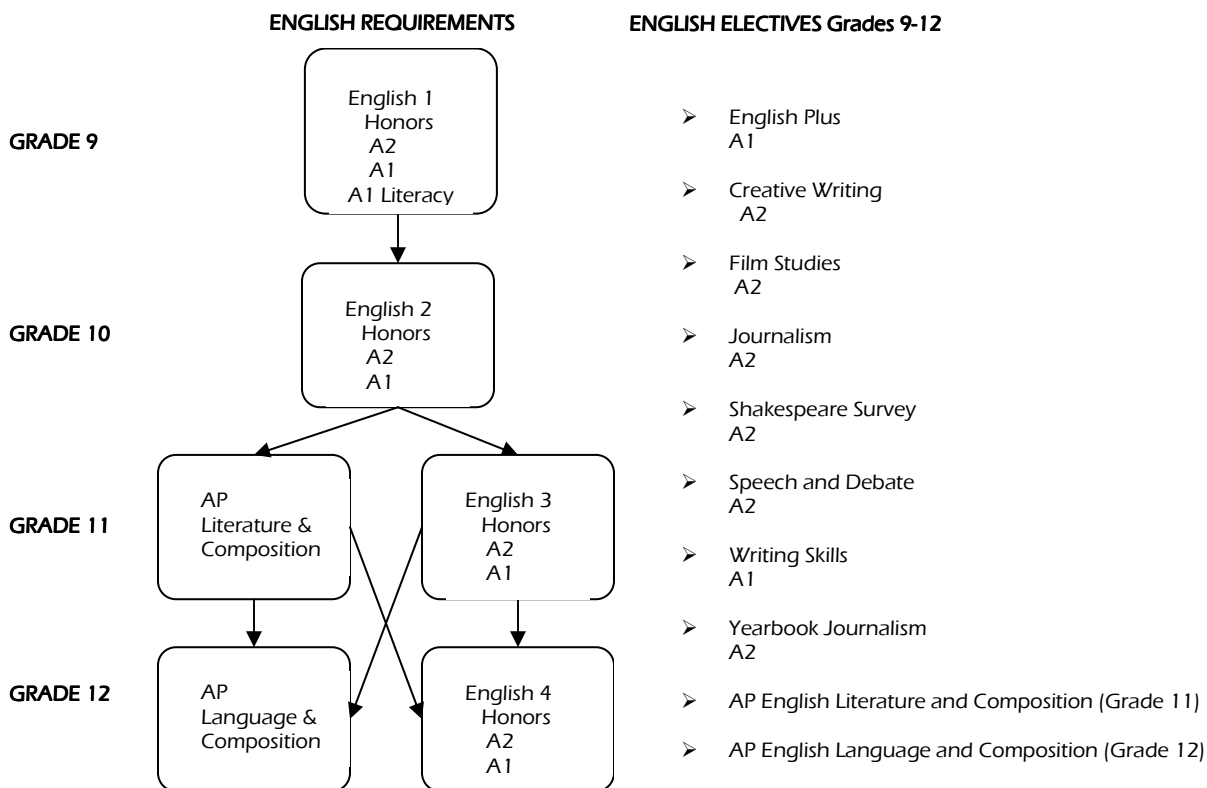
### CLUBS AND ACTIVITIES

Art Club  
Best Buddies  
Debate Club  
Drama Team  
Environmental Club  
F.B.L.A. (Future Business Leaders of America)  
Intramurals  
Literary Magazine  
Living Lessons  
Math Team  
Mock Trial  
Model Legislature  
National Honor Society  
Newspaper *Scanner*  
Peer Mediation  
Peer Tutoring  
Robotics Team (U.S. F.I.R.S.T.)  
SADD (Students Against Destructive Decisions)  
Spanish Club  
Special Olympics  
Student Government  
Yearbook

Living Lessons Theatre Production Company is a school-to-career project, which is integrated into one or more of the classes. Living Lessons Theatre Production Company was developed to teach career and life skills in a project-based environment. This project provides an opportunity for students in art, music, English, business, and woodworking to utilize the skills they are learning in class in an actual business setting.

## ENGLISH DEPARTMENT

Over the course of four years of English instruction, Cumberland High School students acquire integrated language skills and cultural knowledge through a close reading of literature, develop clear thinking through clear writing, and articulate their own ideas while developing a respect for alternative perspectives. The curriculum is guided by the New Standards for Language Arts adopted by the State of Rhode Island in 1998 and the Grade Span Expectations adopted in 2004.



**NOTE:** Level changes between A1, A2 and Honors can be made at any time. Recommendations to do so will depend on student's grades, end of semester exams and teacher recommendations.

The only exception is, if there has been a parental override of the recommended level, the student must complete at least one semester at that level.

In all cases, moves will also depend on availability of space in classes.

- |            |                       |                                       |
|------------|-----------------------|---------------------------------------|
| <b>111</b> | <b>English 1 (H)</b>  | <b>1 Credit ♦ Full Year ♦ Grade 9</b> |
| <b>112</b> | <b>English 1 (A2)</b> |                                       |
| <b>113</b> | <b>English 1 (A1)</b> |                                       |

In English 1, students will focus on literary genre and gather, organize, and analyze textual evidence, write original thesis statements, and improve writing through revision. Grammar, usage, and composition training will strengthen writing skills, with written assignments focused on creative, expository, narrative, reflective, informational and analytical essays. Close examination of novels, short stories, plays, and poems will develop reading skills and reinforce knowledge of literary techniques. Formal and informal oral presentations will strengthen rhetorical skills, and direct vocabulary instruction will prepare students for pre-college testing. Texts may include, but are not limited to, Night, To Kill a Mockingbird, Romeo and Juliet, and Haroun and the Sea of Stories. *Prerequisites: Successful completion of grade 8 English and/or teacher recommendation*

**114 English 1 Literacy(A1)****1 Credit ♦ Full Year ♦ Grade 9**

This course has two components, English 1 (see the description above for A1, A2, H) and Literacy Skills.

Literacy skills include the ability to use the language to read, write, listen, and speak effectively. Students can expect to learn effective strategies for reading and comprehending text, the importance of good literacy habits, the six traits of writing and how to apply these to a variety of writing purposes. Students will improve their writing through a process that includes planning, drafting, revising, editing and publishing, thus pushing themselves beyond a first draft. The purpose of this class is to bring students up to grade-level in literacy skills and prepare them to function successfully at CHS and beyond. *Prerequisites: Successful completion of grade 8 English and/or teacher recommendation*

**167 English Plus****1/2 Credit ♦ Semester ♦ Grades 9-10**

In English Plus, students will reinforce their literacy skills, grammatical facility, and writing. This course is in addition to the student's English course and focuses on skill building through a variety of activities and exercises. *Prerequisites: Teacher or guidance counselor recommendation. Note: This course is taken in addition to a student's regular English class.*

**121 English 2 (H)****1 Credit ♦ Full Year ♦ Grade 10****122 English 2 (A2)****123 English 2 (A1)**

In English 2, students will survey American Literature and further develop skills learned in English 1. They will gather, organize and analyze textual evidence, write original thesis statements, and improve writing through revision. Grammar, usage and composition training will strengthen writing skills, with written assignments focused on creative, expository, narrative, reflective, informative and analytical essays. Close examination of novels, short stories, plays, poems and non-fiction works will develop reading skills and reinforce knowledge of literary elements. Formal and informal oral presentations will strengthen rhetorical skills and direct vocabulary instruction will prepare students for pre-college testing. Texts may include, but are not limited to, The Crucible, Of Mice and Men, Fever 1793, The Five People You Meet In Heaven, Fences, The House On Mango Street, and The Great Gatsby. *Prerequisites: Successful completion of English 1 and/or recommendation by previous English teacher.*

**131 English 3 (H)****1 Credit ♦ Full Year ♦ Grade 11****132 English 3 (A2)****133 English 3 (A1)**

In English 3, students will survey British literature, gather, organize, and analyze textual evidence, write original thesis statements, and improve writing through revision. Grammar, usage and composition training will strengthen writing skills, with written assignments focused on creative, expository, narrative, reflective, informative and analytical essays. Close examination of novels, short stories, plays, poems, and non-fiction works will develop reading skills and reinforce knowledge of literary techniques. Formal and informal oral presentations will strengthen rhetorical skills, and direct vocabulary instruction will prepare students for pre-college testing. Texts may include, but are not limited to, Beowulf, Robin Hood, Frankenstein, Macbeth, Animal Farm, and Lord of the Flies. *Prerequisites: Successful completion of English 2 and/or recommendation by previous English teacher.*

- 141 English 4 (H)  
142 English 4 (A2)  
143 English 4 (A1)

1 Credit ♦ Full Year ♦ Grade 12

In English 4, students will focus on world literature and gather, organize, and analyze textual evidence, write original thesis statements, and improve writing through revision. Grammar, usage and composition training will strengthen writing skills, with written assignments focused on creative, expository, narrative, reflective, informative and analytical essays. Close examination of novels, short stories, plays, poems, and non-fiction works will develop reading skills and reinforce knowledge of literary techniques. Formal and informal oral presentations will strengthen rhetorical skills, and direct vocabulary instruction will prepare students for pre-college testing. Literary texts and readings may include, but are not limited to, *Hamlet*, *The Kite Runner*, *The Metamorphosis*, *Anthem*, *The Things They Carried*. In addition, short stories and poems found in *World Writers Today*, and *Themes in World Literature* will be examined. *Prerequisites: Successful completion of English 3 and/or recommendation by previous English teacher.*

**130 AP English Literature and Composition**

1 Credit ♦ Full Year ♦ Grade 11

Advanced Placement English Literature is a college-level, junior course that prepares students to take the Advanced Placement English Literature and Composition test. The course emphasizes the development of skills in critical reading of literature and in writing about literature and related ideas. Coursework involves clarification of poetry and prose; thematic analysis of works in all literary genres; and the rhetorical analysis of selected works or passages, through both in-class and out-of-class writing.

Students who enroll in AP English Literature and Composition are expected to take the Advanced Placement exam in the spring of that school year. *Prerequisites: Successful completion of English 2 and/or recommendation by previous English teacher.*

**140 AP English Language and Composition**

1 Credit ♦ Full Year ♦ Grade 12

Advanced Placement English Language and Composition is designed to enable students to write effectively in their college course. Because the course is organized according to the College Board requirements, emphasis will be on critical reading, analysis and clear and effective writing and speaking. Students will be provided opportunities to write and rewrite in both formal and informal contexts in order to produce writing which explains, analyzes and evaluates an author's use of rhetorical strategies in a variety of prose styles and genres.

In addition to reading and creating expository, analytical and argumentative writing, students will also analyze and produce graphic and visual images as textual forms.

Students who enroll in AP English Language and Composition are expected to take the Advanced Placement exam in the spring of that school year. *Prerequisites: Successful completion of English 3 and/or recommendation by previous English teacher.*

**150 Film Studies (A2)**

1/2 Credit ♦ Semester ♦ Grade 11-12

This course is an interdisciplinary study for students in 11-12 that focuses on the history, theory, and criticism of film. Students will examine cinema as a unique art form with enduring social and cultural significance. This course will enable students to develop a critical appreciation of the cultural meaning of film by studying style, history, and aesthetics as well as its connections to literary works. This course requires written responses to film as well as oral presentations and discussions. *Prerequisites: None.*

**151 Shakespeare Survey (A2)****1/2 Credit ♦ Semester ♦ Grade 10-12**

This semester course, offered in grades 10-12, is a survey of William Shakespeare's dramatic and lyrical works, including the comedies, the tragedies, and the history plays, as well as the Bard's sonnets. Selections include, but are not limited to, *A Midsummer Night's Dream*, *Much Ado About Nothing*, *King Lear*, *Othello*, *Julius Caesar*, *The Tempest*, and *Henry V*.

Skills addressed include critical thinking, thematic analysis, rhetorical skills, and explication. Course requires critical responses, significant reading work, and class discussion of Renaissance drama. *Prerequisites: None.*

**152 Creative Writing (A2)****1/2 Credit ♦ Semester ♦ Grade 9-12**

This course is designed for students who are serious writers. It provides the students with an educational environment to nurture their talents and enhance specific writing skills in the areas of poetry, the short story, the play, and the novella. Each student will compile a writing portfolio and produce at least one publishable work per quarter. Students are strongly encouraged to participate in the publication of the CHS Literary Magazine and must submit work for publication at least once each quarter. *Prerequisites: None.*

**153 Speech and Debate (A2)****1/2 Credit ♦ Semester ♦ Grade 9-12**

This course requires students to develop skills in planning, outlining, and developing specific types of speeches, to combine the efficient use of reference and research aids with a practical knowledge of argumentation, and to develop an effective speaking style through practice of delivery techniques. Students participate in formal and informal debates. *Prerequisites: None.*

**154 Yearbook Journalism (A2)****1/2 Credit ♦ Semester ♦ Grade 9-12**

This is a computer-based yearbook production course which teaches basic journalism, including interviewing, yearbook theme development, copy writing, headline writing, caption writing, digital photography and digital photo editing, copy and photo spread layout and graphic design, and yearbook ethics. This class is open to highly motivated students in grades 12 through 9, with preference given to upper-classmen. Due to the production nature of the class and the assumption that students would enter with varying degrees of journalistic, yearbook, and/or photographic expertise and experience, some advanced as well as basic levels of each course objective will be provided. *Prerequisites: None.*

**161 Journalism (A2)****1/2 Credit ♦ Semester ♦ Grade 9-12**

This course is best titled, Journalism, From the Printing Press to Cyberspace. In it, students will explore many aspects of the printed and published word, as well as the evolving distribution technologies. Through an examination of the foundations of publication and current media, the class will gain an understanding of the course and progress of journalism.

Assignments on a variety of related topics will be submitted electronically via blog (weblog) entries with a corresponding hardcopy to be submitted to the instructor. Students are expected to maintain individual blogs, which will serve as a digital portfolio and will be subject to the Cumberland High School Internet Technology policy delineated in the CHS Student Handbook. Students are encouraged to produce and advance materials, commentary, speculation, analysis, interviews, and design concepts to *Scanner*, Cumberland High School's Digital Initiative. *Prerequisites: None.*

**165 Writing Skills (A1)**

**1/2 Credit ♦ Semester ♦ Grade 9-12**

Students needing writing assistance beyond what is offered in the regular English classes have an opportunity to strengthen their skills with this class. The curriculum emphasizes the writing process through computer-assisted instruction. *Prerequisites: Student choice and/or teacher recommendation. This course is taken in addition to a student's regular English class. If course is recommended by a teacher, it is mandatory.*

**READING**

A reading specialist serves students in grades 9 through 12 who have met any or all of the following criteria:

- Referred by their English or reading teacher
- Have a Personal Literacy Plan (PLP)
- Have scored below grade level on the GRADE test and/or informal reading inventory.

A Personal Literacy Plan (PLP) may be developed for all incoming students taking reading.

**170 Reading I (A1)**

**1/2 Credit ♦ Semester ♦ Grade 9-12**

**171 Reading II (A1)**

**172 Reading III (A1)**

**173 Reading IV (A1)**

This course provides a balanced literacy program that teaches students a variety of skills needed to become a successful reader. Skills that are taught include word skills, decoding, vocabulary, building context, fluency, comprehension, interpretation, synthesizing, and evaluating. These skills are achieved through modeling, guided practice, and independent practice.

The program focuses on students achieving success with specific reading skills so they can transfer this knowledge to become more successful in content area classes. *Prerequisites: Teacher Recommendation.*

## FINE, APPLIED, and TECHNICAL ARTS

### Applied Technology

CAD Technical Drafting I & II  
Automotive Technology I & II  
Small Engines  
Electricity 1 & House Wiring  
Electricity II  
Electronics  
Wood Fabrication I & II  
Computer Technician

### Business

9<sup>th</sup> Grade eSeminar  
Personal Finance  
Accounting I  
Retail Merchandising  
Business Management  
Sports & Entertainment Marketing  
Computer Applications

### Art

Visual Foundations  
Art II & III & IV  
Senior Art  
Graphic Design I & II  
Ceramics & 3D Design  
Web Page Design  
Digital Photography

### Consumer Science

Culinary Arts I & II  
Child Care  
Fashion Design & Construction

### Music

Piano  
Guitar  
Band  
Music Appreciation  
Basic Musicianship  
Music Theory I  
AP Music Theory II & III  
Chorus  
CLEF Singers  
Electronic Music

### Theater Arts

Drama I & II  
Advanced Acting  
Technical Theater

## APPLIED TECHNOLOGY

The Applied Technology program at Cumberland High School is a blend of traditional “hands-on” project-based industrial arts courses, “system” based technology education courses and high-tech engineering courses. All courses are part of a comprehensive action-based program that is designed for a wide range of students and grade levels.

**Note:** In a program where a subject area is offered at the I, II and III levels, students must take the courses in order. The third level of a course may be offered as an independent study depending on enrollment and availability of the instructor.

### **630 CAD I Technical Drafting (A2)**

**1/2 Credit ♦ Semester ♦ Grades 9-12**

This course is an introduction to the field of drafting as a graphic language of technology. It will expose students to basic drafting theory and practice, and provide knowledge that can be useful throughout life. This course will introduce the student to Computer-Aided Drafting (CAD). There will be a progressive series of technical drawings from single view to three-dimensional projections used to develop fundamental drafting skills. *Prerequisites: None*

### **631 CAD II Technical Drafting (A2)**

**1/2 Credit ♦ Semester ♦ Grades 9-12**

This course focuses on three-dimensional illustrations. The student will develop an understanding of isometric, oblique, and perspective drawings. The course will also deal with working drawings, such as assembly and detail drawings. The concept of computer generated 3D models and wire frame drawings will also be included. There will be various projects that will involve the use of the Internet for research as well as individual project development and an introduction to robotics. *Prerequisites: CAD Technical Drafting I*

### **637 Automotive Technology I (A2)**

**1/2 Credit ♦ Semester ♦ Grades 9-12**

This introductory course will cover the design, construction and operation of today’s automobile. With the use of class lectures, live interactive shop demonstrations, and hands-on participation, students will develop skills in preventive maintenance and minor repairs. *Prerequisites: None*

**638 Automotive Technology II (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

This course will provide students with the knowledge and skills to troubleshoot and repair the mechanical components of today's automobiles. This course is intended for the student who has an interest in repairing and maintaining his or her automobile and has an interest in exploring a career in the automotive industry. *Prerequisites: Automotive Technology I*

**642 Small Engines (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

This course is designed to give the student a comprehensive working knowledge of the four stroke cycle engine. Engine overhaul, repair and tune-up will be the main thrust. The course will also encompass routine maintenance, the do-it-yourself jobs, operating tips and minor tune-up procedures. A study of the ancillary equipment used with the small engine will also be covered. Lawn mowers, small garden tractors and chipper/shredders are examples of some of the types of engines that might be covered during the course of study. The various engine systems, such as carburetion, fuel, cooling, ignition and lubrication will be covered in depth. Through project-based learning, the student will be able to troubleshoot problems that arise during maintenance. The student will then provide a solution to correct those problems. *Prerequisites: None*

**645 Electricity I and House Wiring (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

The subjects of volts, amps, watts, ohms, and Ohms Law are explained. Principles of series, parallel and series-parallel circuits are covered. Students will be provided with various projects that demonstrate basic circuitry found within the home wiring field. Students will be provided with hands-on experience relative to house wiring circuits, fuse panels, three wire systems, wiring code, soldering, AC and DC motors and generators. *Prerequisites: None*

**646 Electricity II (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

This course is an extension of the Electricity 1 program. Students will study alternating current, its effect on AC components and its advantages and disadvantages over direct current. Areas of concentration will include alternators, transformers, motors, generators, wire Edison systems, and motor control. Their function and operation in electrical circuits is the focus of this course. *Prerequisites: Electricity 1 and House Wiring*

**648 Electronics (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

The electronics course will emphasize television transmission and reception system, digital circuits, digital computers and microprocessor fundamentals. Students will become familiar with strategies for trouble-shooting digital system and computers. Students will construct of AM/FM radio which will be used to teach the principles and applications of radio circuitry. Instructions in the use of diagnostic test equipment will be used in the repair of electronic components. *Pr-requisites: None*

**651 Wood Fabrication Technologies I (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

This is an introductory course that will provide instruction and information in the use and operation of the tools, machines and materials that are basic to the woodworking industry. Through a variety of lessons and projects, students will gain skills in measuring, planning and basic wood shop procedures and techniques. In addition, students will learn the safe operation of power hand tools and basic wood shop machines. *Prerequisites: None*

**652 Wood Fabrication Technologies II (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course enhances the experiences gained in Wood Fabrication Technologies I. In this class, students will explore more technical aspects of joinery and wood fabrication as it relates to furniture and cabinet making, as well as small shop production. This course will include experiences in the techniques and procedures found in short run production wood shops. *Prerequisites: Wood Fabrication Technologies I.*

**657 Computer Technician (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**  
(Formerly named: Computer Repair)

Upon successful completion of this course, students will be able to: - investigate tools, issues, and skills that form the basis of best practices for IT technical professionals. - install, configure, optimize, and upgrade personal computer components. - maintain and troubleshoot personal computer components. - install and troubleshoot laptops and portable devices. - install, manage, and optimize operating systems. - maintain and troubleshoot operating systems. - install, maintain, and troubleshoot printers and scanners. - identify the names, purposes, and characteristics of basic network protocols and terminologies. - install and manage network components. - maintain and troubleshoot computer security. *Prerequisites: None*

**658 Robotics (A2) 1 Credit ♦ Full Year ♦ Grade 11-12**

The study of robotics requires students to integrate control, mechanics, electronics, and fundamental math and science. In this course, students will discover how the engineering process, mathematics, science, and interpersonal skills, all play significant roles when solving robotic problems.

This course is build around the fundamental understanding of the systems that make up robots and the development of workplace competencies. The beginning of the course is designed to quickly immerse the student into a team situation by building a Rube Goldberg mechanism. From there, students will gain a fundamental understanding of how radio signals are sent and received, how much a motor can lift, what is meant by mechanical advantage, how to program the robot using the default code to maximize control. During the course, students are given problems, a finite set of resources, and time to develop a solution. Students will become better problem solvers, project managers, and engineers with each project that they complete. *Prerequisites: None.*

**BUSINESS**

The business program at Cumberland High School is a blend of business-based courses from those offering the traditional computer skills to those including a “hands-on” experience in retail management.

**603 Ninth Grade e-Seminar (A2) 1/2 Credit ♦ Full Year ♦ Grade 9**  
Every other day opposite Physical Education/Health

This course develops skills crucial to being successful in high school and beyond. Ninth Grade e-Seminar provides the necessary technology and software skills including, but not limited to, school-based digital portfolio, PowerPoint presentations, and Excel spreadsheets. Students in this course are required to develop an Individual Learning Plan (ILP). Communication skills and study skills are taught as well as instruction on how to conduct an effective on-line research and how to properly format MLA style research papers. *Prerequisite: None*

**606 Personal Finance (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course explores topics that are useful to students in their daily lives now and in the future. Students will work on classroom activities that involve managing their finances, budgeting, using credit, banking, resource management, risk management, and other pertinent topics involving money management essential to personal financial success. Students will have the opportunity to work with Federal Income Tax forms and learn how to manually file their taxes. **Quicken** and **Excel** will enhance and strengthen students' math skills. *Prerequisites: None*

**607 Accounting I (A2) 1 Credit ♦ Full Year ♦ Grades 9-12**

This course introduces the student to the elementary concepts and mechanics of accounting. Accounting 1 will cover the theory of debits and credits, terminology of assets, liabilities, equity, income, and expenses, and the accounting cycle: journalizing, posting, work sheets, financial statements, closing entries, adjustments, inventories, trial balance, post-closing trial balance, and subsidiary ledgers. The main tools of instruction are workbook activities, simulation problems, projects, and practice sets. This course allows students to investigate various career choices and learn the basic foundations of a business enterprise. *Prerequisite: None*

Dual credit with CCRI (Community College of Rhode Island) is available. See page 11.

**613 Retail Merchandising/Project Training (A2) 1 Credit ♦ Full Year ♦ Grades 10-12**

Basic competencies required in operating a business are taught including financial recordkeeping and basic financial statements. Also taught are marketing and distribution concepts involving selling, advertising, display, research, management, human relations, communications, mathematics, merchandising, and operations. As the performance-based element, students operate and manage the school store. *Prerequisites: None*

**614 Business Management (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course allows students to understand the characteristics, organizations and operations of a business. Course addresses topics such as types of business enterprises, including sole proprietorship, partnership, corporation human resources, salesmanship, planning, organizing, managerial functions, and pricing. Another topic is credit including: personal and business credit, roles and responsibilities of consumers and citizens, labor unions, and a variety of other topics. *Prerequisites: None*

**615 Sports & Entertainment Marketing (A2) 1/2 Credit ♦ Semester ♦ Grades 10-12**

Students are introduced to marketing concepts and their application to the sports and entertainment industries. The varied career opportunities in the sports and entertainment industries are also explored. *Prerequisites: None*

**616 Computer Applications (A2) 1/2 Credit ♦ Semester ♦ Grades 10-12**

Students are introduced to basic computer concepts and techniques to utilize computers as a problem solving tool. Common applications software such as word processing, desktop publishing, presentation, database, and spreadsheet programs are studied. Internet based applications utilized in this course include web browser, e-mail, **and graduation portfolio programs**. *Prerequisites: None*

## CONSUMER SCIENCE

The Consumer Science program at Cumberland High School offers updated, “hands-on,” project-based consumer sciences courses.

### **619 Culinary Arts I (A2) 1/2 Credit ♦ Semester ♦ Grades 10-12**

Culinary Arts is designed to provide students with a general awareness and appreciation of food. The initial focus is on nutrition, food preparation, sanitation, meal planning, and food service. Students are expected to successfully participate in preparation of a variety of foods. *Prerequisites: None*

### **620 Culinary Arts II (A2) 1/2 Credit ♦ Semester ♦ Grades 10-12**

Culinary Arts II is designed to provide students with a broader awareness and appreciation of food. This course gives students the opportunity to integrate their knowledge of familiar foods with foods from other countries and cultures. Students learn to coordinate preparation techniques with time schedules to produce satisfying meals. Meal etiquette for all types of dining is identified and used when appropriate to the meals prepared. *Prerequisites: Culinary Arts I (note: preference will be given to students who attained at least a C+ in Culinary Arts I)*

### **621 Child Development (A2) 1/2 Credit ♦ Semester ♦ Grades 11-12**

Child Development examines the skills a parent or caregiver needs in order to nurture successful growth and development in a child. Students gain an understanding of physical maturation as well as intellectual, emotional, and social development and how children’s abilities can be fostered or hindered. *Prerequisites: None*

### **622 Fashion Design and Construction 1/2 Credit ♦ Semester ♦ Grades 11-12**

Students will learn basic sewing techniques needed to create an individualized project. Students will also study how fashion has evolved through the ages and learn the significance of clothing designs throughout history. Career opportunities in the fashion field will also be explored. *Prerequisites: None*

## ART

At Cumberland High School, art is a comprehensive program integrating aesthetics, art criticism, art history, and studio production. This curriculum is based both on the Rhode Island and National Standards for the Visual Arts. The classes provide meaningful, hands-on learning that allows for personal growth and creative expression. In addition to instruction in the basic fundamentals of drawing, painting and design, students are encouraged to experiment with a variety of media. As part of the creative process the students are helped to discover and explore the best media for presenting their ideas.

**Note:** In a program where a subject area is offered at the I, II and III levels, students must take the courses in order. The third level of a course may be offered as an independent study depending on enrollment and availability of the instructor.

**700 Visual Foundations (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

Through a variety of media, students will explore the fundamentals of drawing, painting, illustration, mixed media, graphic design, two-dimensional and three-dimensional design. Students will develop an appreciation of the visual arts and study the elements of art in an historical perspective as well as how they relate to their own work. Students will also be encouraged to explore personal expression through a variety of two and three-dimensional art forms. This course is available to all students. *Prerequisites: None*

**701 Art II (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12****702 Art III (A2)****703 Art IV (A2)**

The second level of art builds on the foundation class with more advanced concepts in drawing and design. Students not only continue to explore the medium of painting with transparent watercolors and acrylic paints, but also experiment with mixed media and pen and ink. *Prerequisites: Visual Foundations or permission of the department chair.*

Art III expands on Art II with more advanced drawing, design and painting. *Prerequisites: Visual Foundations or permission of the department chair.*

Art IV expands on Art III with more concentration on drawing, design and painting that involve long-term assignments. *Prerequisites: Visual Foundations or permission of the department chair.*

**704 Senior Art (H)****1 Credit ♦ Full Year ♦ Grade 12**

Senior Art is selective for senior students chosen according to artistic talent and ability in the field. It is an in-depth course consisting of advanced study in drawing, design, technical drawing and painting. Art history is also a component of this course. It is recommended for anyone pursuing the study of art beyond high school or a career in the visual arts. Presentation of a portfolio may be required. *Prerequisites: Visual Foundations or permission of the department chair.*

**705 Ceramics: Three-Dimensional Design (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

This course provides students with a visual art experience in the basic aesthetics and fundamentals of three dimensional design in sculpture. Lessons and activities will cover both functional as well as non-functional works. Students will conceive and create works of art that show an understanding of how the communication of their ideas relates to the medium, techniques and processes they use. Students will explore and develop their understanding of the sculptural form in additive as well as subtractive methods. *Prerequisites: None*

**706 Digital Photography (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

This course is designed to help students develop an understanding and experience hands on knowledge of digital photography. Beginning with the basic camera functions, students will learn the relationship between shutter speed, aperture and their affects on exposure. Through a variety of assignments students will learn the basics of composition to enhance their own photographic style. Students will also begin to learn and use Photoshop, an industry standard digital editing software program, to help further develop their experience and knowledge of digital photography. *Prerequisites: None*

**707 Graphic Design I (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course is designed to help students develop an understanding and solid foundation in the fundamentals of typography and page layout. Beginning with the basic letterform, students will develop an appreciation for the vast variety of type and typefaces available with today's technology. Through a variety of exercises students will learn to use and manipulate typography, illustrations and symbols to communicate more effectively. These exercises will explore the fundamentals of page layout in logo design, letterhead design, poster design, corporate identity and advertising, etc. Students will begin to learn and use industry standard graphic design hardware and software. *Prerequisites: None*

**709 Graphic Design II Applications (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course is designed to further a student's knowledge and experience in graphic design as it applies to the fundamental concepts of communication through typography and page layout. Focused on more complex projects that require multiple pages and multiple images such as posters, menus, and brochures, students will continue to learn and use industry standard graphic design hardware and software. *Prerequisites: Graphic Design I*

**726 Web Page Design (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course is designed to further a student's knowledge and experience in graphic design. The fundamental concepts of communication through typography and page layout will be applied to the unique environment of web page design. Through a series of projects students will experience the fundamentals of designing and building a web page from concept to application. *Prerequisites: Graphic Design I*

**710 Sculpture: Three-Dimensional Design (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course provides students with a visual art experience in the basic aesthetics and fundamentals of three-dimensional design in sculpture. Lessons and activities will cover both functional as well as non-functional works. Students will conceive and create works of art that show an understanding of how the communication of their ideas relates to the medium, techniques and processes they use. Students will explore and develop their understanding of the sculptural form in additive as well as subtractive methods. *Prerequisites: None*

## MUSIC

The music department offers a number of courses for both beginners and more advanced students. Band and Chorus are offered on an every other day basis in the 7<sup>th</sup> period making them both accessible to all students.

**711 Chorus (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

Chorus provides the opportunity to sing a wide variety of musical styles in a group setting. Training in proper breathing, tone and diction are emphasized through the study and interpretation of each piece. Participation in performances is required. Chorus is not an auditioned ensemble; it is available to all students. Meets 7<sup>th</sup> period every other day. *Prerequisites: None*

**712 Basic Musicianship (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

Basic Musicianship is a prerequisite to Music Theory I for those students who do not have experience with music notation and other musical elements. This course will cover topics such as key signatures, music notation in both treble and bass clefs, simple rhythms and beginning ear training. Available to all students. *Prerequisites: None*

**713 Music Theory I (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course is designed to provide the student with interval building, creative writing, scales, chord construction, ear-training and analysis of basic harmonies. Notation and terminology will be reviewed. Basic Musicianship is a prerequisite for those students not familiar with basic notation. Open to students in grades 9 through 12. *Prerequisites: None*

**714 AP Music Theory II 1/2 Credit ♦ Semester ♦ Grades 10-12**

**718 AP Music Theory III 1/2 Credit ♦ Semester ♦ Grades 10-12**

Each of these courses is designed to provide the student with advanced ear training, sight singing, creative writing and in-depth analysis of theory and harmony. Both visual and aural aspects are stressed. Individual instruction is available. As with other AP courses, the depth and pace of this course are those of a college course. Students who enroll AP Music Theory II & III will be prepared to take the Advanced Placement exam in the spring of that school year. Texts: Music in Theory and Practice and Music for Sight Singing. *Prerequisites: Music Theory I*

**715 Music Appreciation (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course explores the musical elements through the history of American popular music. The main purpose of the course is to develop a more educated listener. Music Appreciation is open to all students. *Prerequisites: None*

**716 CLEF Singers (H) 1/2 Credit ♦ Semester ♦ Grades 9-12**

The CLEF Singers is a select class of highly trained and musically gifted singers. It is a performance-oriented course with extra-curricular participation mandatory. The CLEF Singers perform extensively throughout the state and New England area. Students must audition for the class. *Prerequisites: Membership by audition.*

**717 Band (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This course is intended for students who have experience at the middle school or high school level and wish to continue their development musically. Students must play a woodwind, brass or percussion instrument. Pep band and concert band techniques will be the emphasis of this course. Participation in performances is required. Meets 7<sup>th</sup> period every other day. *Prerequisites: None*

**719 Guitar Class (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

Students in a classroom setting will learn the basics of playing the guitar. Notation, rhythm and chords will be the focus while playing in a variety of musical styles. Guitar is open to all students. *Prerequisites: None*

**720 Electronic Music (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**  
(Formerly named: Music Media & Technology)

Students will learn music composition, music production and recording techniques through technology while working at individual computer/keyboard workstations. This class is open to all students. *Prerequisites: None*

**723 Piano Class (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

Students in a classroom setting will learn the basics of playing the piano/keyboard. Reading notation, rhythm and chord symbols will be the focus while playing a variety of musical styles. Piano/Keyboard is open to all students. *Prerequisites: None*

**THEATER ARTS**

Cumberland High School offers drama and theater experiences for both the beginner and more advanced students. The school program is enhanced by the after-school drama club and the “Living Lessons” program.

**721 Drama I (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

Drama I stresses the basics of acting and stage movement while giving the student an introduction to theatre technology and history. Active participation in class activities is required. Available to all students. *Prerequisites: None*

**722 Drama II (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

Drama II continues skill development from Drama I and provides additional instruction in acting, directing and theatre technology. Continued study in theatre history is included. *Prerequisites: Drama I*

**724 Advanced Acting (A2)****1/2 Credit ♦ Semester ♦ Grades 9-12**

This course will concentrate on advanced techniques in acting, concentrating on monologue and scene work. Students will perform and critique each other’s work, giving informed feedback. *Prerequisites: Drama II or permission of the department chair*

**725 Technical Theatre****1/2 Credit ♦ Semester ♦ Grades 10-12**

This course will focus on technical aspects of theatre production for students interested in “backstage” work. Students will learn the elements of design through participating in design projects. They will also learn construction and decoration terminology and techniques, as well as “front of house” procedures. *Prerequisites: None*

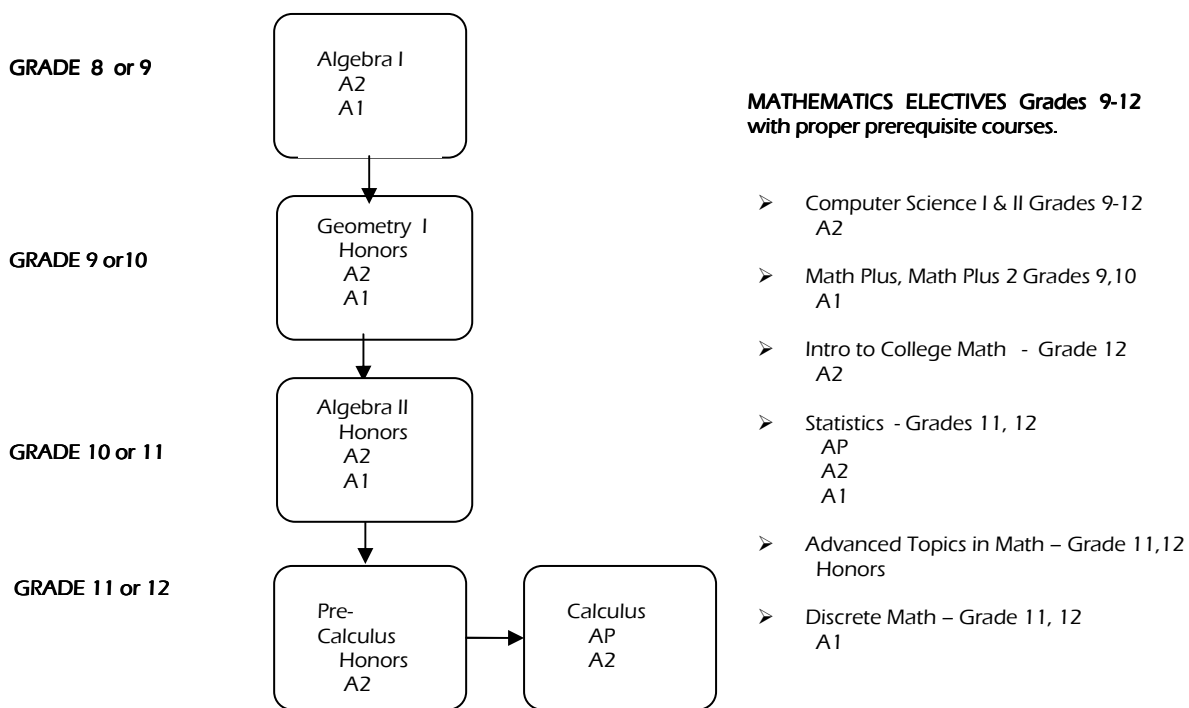
## MATHEMATICS DEPARTMENT

The mathematics curriculum is a comprehensive secondary program in which each course is organized around the Rhode Island Department of Education Grade Span Expectations (GSEs). These Mathematics GSEs are comprised of the following areas:

- Number and Operations
- Geometry and Functions
- Algebra and Functions
- Data, Statistics, and Probability

All mathematics courses require the satisfactory completion of at least two common tasks. These tasks will assist the student in completing his/her portfolio portion of the graduation requirement.

### MATHEMATICS REQUIREMENTS - 3 CREDITS plus 1 CREDIT (can be math intensive course, see p. 8)



**NOTE:** Level changes between A1, A2 and Honors can be made at any time. Recommendations to do so will depend on student's grades, end of semester exams and teacher recommendations.

The only exception is, if there has been a parental override of the recommended level, the student must complete at least one semester at that level.

In all cases, moves will also depend on availability of space in classes.

## COURSE DESCRIPTIONS

- 412 **Algebra I (A2)** **1 Credit ♦ Full Year ♦ Grade 9**  
413 **Algebra I Concepts (A1)**

These courses include the topics of algebraic properties, linear equations, slope, factoring, simplifying algebraic expressions, as well as some probability and statistics. There is an emphasis on addressing the state GSEs. *Prerequisites: Teacher recommendation from teacher in previous math course.*

- 414 **Math Plus (A1)** **1/2 Credit ♦ Semester ♦ Grades 9-10**  
415 **Math Plus 2 (A1)**

In Math Plus, students will reinforce their numeracy skills, computation facility, and problem-solving. This course is in addition to the student's mathematics course and focuses on skill building through a variety of activities and exercises. *Prerequisites: Teacher recommendation or guidance counselor recommendation. Note: This course is taken in addition to a student's regular Mathematics class.*

- 421 **Geometry (H)** **1 Credit ♦ Full Year ♦ Grade 9-10**  
422 **Geometry (A2)**  
423 **Geometry Concepts (A1)**

This course will focus on the geometry GSEs. Topics include congruence, similarity, triangles, polygons, circles, area, and volume. At the A2 level there is an introduction to trigonometry and geometric proof.

At the honors level, this course covers topics in more depth and breadth, moves at a faster pace and covers geometric proofs in depth. *Prerequisites: Teacher recommendation from teacher in previous math course.*

- 431 **Algebra II (H)** **1 Credit ♦ Full Year ♦ Grade 10-11**  
432 **Algebra II (A2)**  
433 **Algebra II Concepts (A1)**

This second year algebra course puts an emphasis on GSEs and SATs. Topics, covered in depth, include linear equations and inequality-ties, systems of equations, matrices, polynomials, factoring, radicals, and rational numbers.

The honor's level course covers topics in more depth and breadth, moves at a faster pace. Additional topics include probability, logarithms, linear programming, sequences and series. *Prerequisites: Teacher recommendation from teacher in previous math course.*

- 441 **Pre-Calculus (H)** **1 Credit ♦ Full Year ♦ Grade 11-12**  
442 **Pre-Calculus (A2)**

This course investigates elementary functions. Ordered pairs of numbers is the unifying concept. Topics include, but are not limited to: the algebra of vectors, the algebra of functions and their inverses, the field of complex numbers, finding and identifying the critical points of graphs of polynomials, applications of maxima and minima, circular functions and their inverses, exponential and logarithmic functions, transformations and matrices, combinations, permutations, probability, symbolic logic, and mathematical induction. *Prerequisites: Algebra II*



- 467 Statistics and Applications (A2) 1/2 Credit ♦ Semester ♦ Grades 11-12**  
**465 Introduction to Statistics (A1)**

Statistics and Applications is an in-depth exploration of statistics and related applications, such as curve-fitting, sampling, probability and normal distributions. This course is designed for students who are interested in the study of data analysis and its prominence in our every-day lives.

Introduction to Statistics begins with a review of concepts necessary for basic statistical analysis including percent change, mean/median/mode, and linear modeling. Students will learn about statistical modeling and data analysis through classroom –based projects, examples from current media, the use of technology in statistical analysis, and traditional written assignments. *Prerequisites: Algebra II*

- 468 AP Statistics 1 Credit ♦ Full Year ♦ Grades 11-12**

Advanced Placement (AP) Statistics follows the curricula set forth by the College Board is demanding in terms of both academics and time. This course involves the in-depth exploratory analysis of data using graphical and numerical techniques such as planning a study for data collection, analysis, conjecture and inference, probability theory, and statistical inference. *Prerequisites: Pre-Calc or Algebra II and teacher recommendation.*

- 466 Introduction to College Math (A2) 1 Credit ♦ Full Year ♦ Grades 11-12**

This course deals with S.A.T. preparation for the first quarter. It also includes further development of trigonometric, exponential, and logarithmic functions. It strengthens the students' comprehension of these concepts and further develops manipulative skills necessary in mathematics. It will include an introduction to logic, counting principles, and probability. *Prerequisites: Algebra II*

- 476 Computer Science I (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This is a one semester computer programming course that teaches programming concepts in a mathematical setting. Students will use an introductory computer language (i.e. BASIC, VISUAL BASIC, C++ and JAVA). Topics include input/output commands, loops, strings and arrays. *Prerequisites: Algebra I or approval of department chair.*

- 477 Computer Science II (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12**

This is a one semester course that is a continuation of Computer Science I. Topics covered are multi-dimensional arrays, sub-routines and accessing files. Mathematical concepts from probability and statistics are investigated. *Prerequisites: Computer Science I or approval of department chair.*

## PHYSICAL EDUCATION DEPARTMENT

At Cumberland High School physical education and health are required each year and taught every other day throughout the year. See below for the various components of the classes.

<b>810</b>	<b>Physical Education/Health 09</b>	<b>1/2 Credit ♦ Full Year ♦ Grade 9</b> <small>Every other day opposite Digital Tools</small>
<b>820</b>	<b>Physical Education/Health 10</b>	<b>1/2 Credit ♦ Semester ♦ Grades 10</b>
<b>830</b>	<b>Physical Education/Health 11</b>	<b>1/2 Credit ♦ Semester ♦ Grades 11</b>
<b>840</b>	<b>Physical Education/Health 12</b>	<b>1/2 Credit ♦ Semester ♦ Grades 12</b>

### Physical Education

Students will select an activity from those that are offered during that season. Particular activities will be offered on the basis of available facilities and staff during each period.

Swim and health are mandated on a non-selective basis and are scheduled by grade level. Senior swim is optional. Those who elect swim in their senior year learn canoeing and culminate the year with a canoeing trip on the Blackstone River.

#### Grade 9

Basic swim

PE activities include strength training, volleyball, team handball, badminton, gymnastics, and selected activities.

#### Grades 10-12

10 - Intermediate Swim

11 - Intermediate Swim – basic Water Safety

12 – Canoeing Elective

#### PE Activities

##### FALL

Flag Football  
Soccer  
Lacrosse  
Archery (Grade 12 only)  
Tennis  
Cardio Fitness Activities  
Project Adventure

##### WINTER

Strength Training  
Volleyball  
Badminton  
Paddleball  
Racquetball  
Team Handball  
Floor Hockey  
Cardio Fitness Activities  
Arena Football  
Gymnastics

##### SPRING

Speedball  
Soccer  
Lacrosse  
Softball  
Tennis  
Cardio Fitness Activities  
Golf  
Track and Field  
Project Adventure

## **Health Education**

Health Education is fundamental to the present and future of the nation. It is of particular importance during the childhood and adolescent years from the stand-point of developing desirable habits, interests, and attitudes. The educational system has dual responsibility of protecting the health of the students by providing a “continuing” program of health education and that of promoting a healthful school environment. All students at Cumberland High School must pass health education each year.

### **Grade 9 Health**

- Cardiopulmonary resuscitation (CPR) After completion of the unit, some students are able to obtain CPR certification – Heimlich maneuver.
- AIDS
- Family Living/Human Sexuality

### **Grade 10 Health**

- Substance Abuse – Smoking and its effects Alcohol and drug abuse
- Death and Dying
- AIDS
- 

### **Grade 11 Health**

- CPR Review/First Aid
- Health Careers
- Nutrition and Diet
- Suicide, Disease & Prevention, Death & Dying
- AIDS
- Health and Fitness

### **Grade 12 Health**

The Health Education program in the senior year consists of a comprehensive review of all topics covered in the prior three years. Each senior will research a topic of their choosing and do a formal presentation to the class. Various guest speakers are used to augment the student presentations.

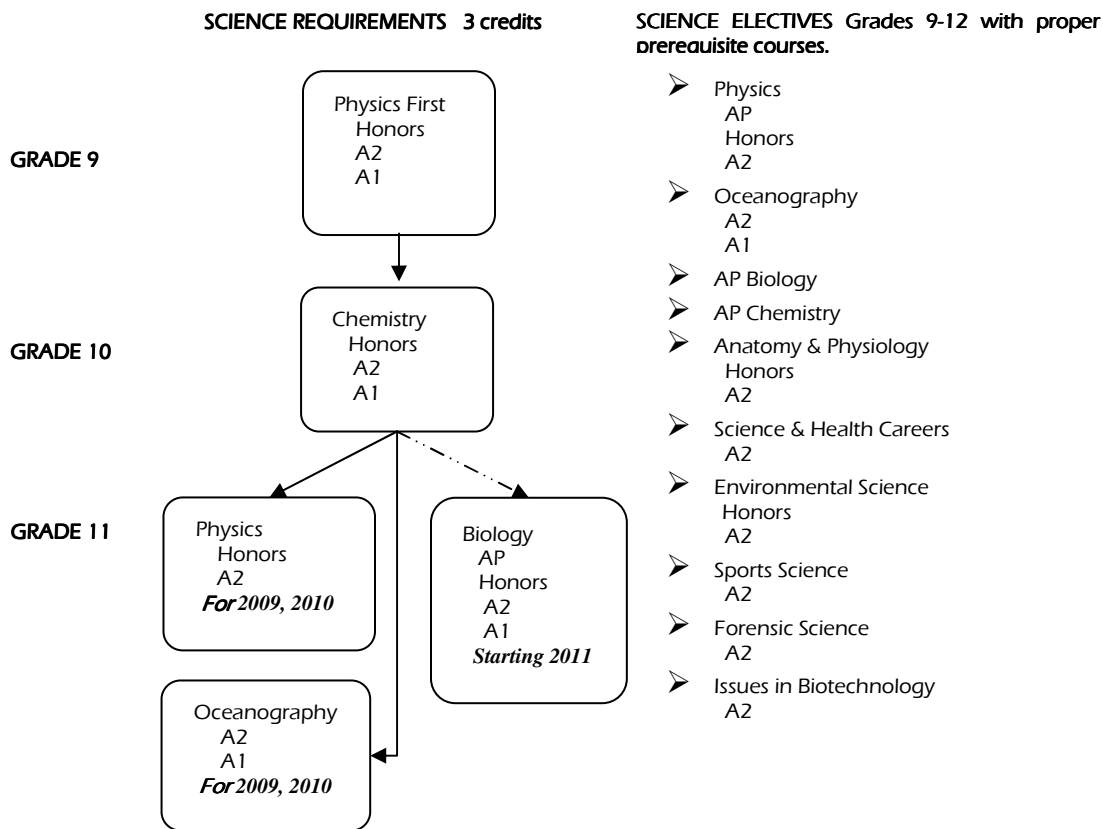
Text: Various texts are used as references throughout the year.

## SCIENCE DEPARTMENT

Cumberland High School's science education is based on these guiding principles.

- Developing scientific literacy for all students
- Educating students to use scientific principles and processes appropriately in making personal decisions
- Helping students experience the richness and excitement of knowing about and understanding the natural world.
- Teaching students how to engage intelligently in public discourse and debate about matters of scientific and technological concern.

Aligning with the National Science Education Standards and the Rhode Island GSEs for Science, the CHS science department presents concepts to create an effective learning environment. It offers an abundance of effective strategies, differentiated learning environment, and suggestions for guiding students as they explore science. In addition, all science courses have specific performance based tasks, which the students must complete for the Graduation by Proficiency requirement.



**NOTE:** Level changes between A1, A2 and Honors can be made at any time. Recommendations to do so will depend on student's grades, end of semester exams and teacher recommendations.

The only exception is, if there has been a parental override of the recommended level, the student must complete at least one semester at that level.

In all cases, moves will also depend on availability of space in classes.





**512 Issues in Biotechnology (A2)****1 Credit ♦ Full Year ♦ Grade 11-12**

This course provides an introduction to Biotechnology and its impact on the environmental and life sciences, medicine, and agriculture. The fundamental mechanics of biological life, DNA, gene expression and cloning are presented in basic terms as a basis for the current applications of modern biotechnology. Current basic techniques used for gene cloning, DNA sequencing, PCR and gene transfer are examined. These technologies provide the basis for medical, pharmaceutical, agricultural, environmental, and forensic applications. The implications of biotechnology to world economy, politics, ecology and ethics are also discussed.

This course is designed for students of varying scientific experience and interest. The biological topics discussed will be dealt with in a basic manner as is possible. The majority of the course will be spent analyzing the significance of biotechnological advances to life in the future.

**Note:** This course can be taken for dual credit with the University of Rhode Island online and CHS. See page 11. *Prerequisites: September 2009 & September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

**510 AP Biology****1 Credit ♦ Full Year ♦ Grade 11-12**

Advanced Placement (AP) Biology follows the curricula set forth by the College Board to prepare students to take the AP Biology Examination. The course is designed as a first year college course and demanding in terms of both academics and time. Topics will include, but are not limited to: basic chemistry, biologically important molecules, cellular structure and function, cellular respiration, photosynthesis, Mendelian genetics, molecular genetics, genetic engineering, plant physiology, animal physiology, and ecology. Laboratory activities will be included as part of the course. To be successful, students must be highly motivated and willing to devote a significant amount of time to biology work. Students who enroll in AP Biology are expected to take the Advanced Placement exam in the spring of that school year. *Prerequisites: September 2009 & September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

**530 AP Chemistry****1 Credit ♦ Full Year ♦ Grade 11-12**

Advanced Placement (AP) Chemistry follows the curricula set forth by the College Board to prepare students to take the AP Chemistry Examination. The course is designed as a first year college course and demanding in terms of both academics and time. AP Chemistry is a second year chemistry course. Students usually take this course in their senior year. It is recommended that students should have completed at least two years of algebra and one year of geometry. Many students take calculus or AP calculus concurrently with AP Chemistry. Topics covered include, but are not limited to, structure of matter, states of matter, reactions, equilibrium, kinetics, thermodynamics and descriptive chemistry. To be successful, students must be highly motivated and willing to devote a significant amount of time to chemistry work.

Students who enroll in AP Chemistry II are expected to take the Advanced Placement exam in the spring of that school year. *Prerequisites: September 2009 & September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

**550 AP Physics****1 Credit ♦ Full Year ♦ Grade 11-12**

Advanced Placement (AP) Biology follows the curricula set forth by the College Board to prepare students to take the AP Biology Examination. The course is designed as a first year college course and demanding in terms of both academics and time. Topics will include, but are not limited to, rotation, thermodynamics, electricity, magnetism, optics, atomic theory, and relativity. Laboratory activities are included in the course. To be successful, students must be highly motivated and willing to devote a significant amount of time to physics work.

Students who enroll in AP Physics are expected to take the Advanced Placement exam in the spring of that school year. *Prerequisites: September 2009 & September 2010 Physics. Prerequisites: September 2011 and thereafter Physics First.*

**576 Sports Science (A2)****1 Credit ♦ Full Year ♦ Grade 11-12**

This course will allow students to review the human body physiology and study how basic sport injuries occur. The proper treatment, rehabilitation, and the conditioning necessary to prevent sport specific injuries will be of major emphasis.

Students will be required to research, design, and actually follow a physical exercise program they have designed to a specific sport. They must design an evaluation tool, using proven scientific methodology, to measure the effectiveness of their training program. The course will require students to produce detailed oral and written progress reports directly associated with their work as a major portion of their evaluation.

Students will also explore the involvement of modern chemistry in the improvement of sports equipment and athletic clothing. Guest speakers will be invited, as well as a proposed field trip to the Reebok facilities in Canton, MA. *Prerequisites: September 2009 & September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

**580 Science and Health Careers (A2)****1 Credit ♦ Full Year ♦ Grade 11-12**

Students with a genuine desire to continue their education in preparation for a health care career should consider this course. This class will serve as an introduction to health care careers as well as a review of the basic skills necessary for success in a health care curriculum. Employment opportunities, job descriptions and requirements for the wide variety of health care and service-related jobs will be investigated. Nursing, EMT, pharmacy, physical and occupational therapy, and food services are examples of careers that will be studied. Guest lecturers will discuss licensing and typical days in their respective careers. Job shadowing will be available to students on an individual basis. Basic math skills and science principles required for health care will be reviewed. Students will begin to acquire more specialized advanced skills for their particular interest. *Prerequisites: September 2009 & September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

**658 Robotics (A2)****1 Credit ♦ Full Year ♦ Grade 11-12**

See description page 23

**581 Anatomy and Physiology (H) 1 Credit ♦ Full Year ♦ Grade 11-12**  
**582 Anatomy and Physiology (A2)**

This course is intended for students who have a special interest in human biology or who plan to enter a career in the field of medicine. The course is an in-depth study of the structure and function of the systems of the human body. Normal functioning is compared to the abnormal or diseased functioning. Laboratory activities, including dissection, are a part of the course. *Prerequisites: September 2009 & September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

**590 Environmental Science (H) 1 Credit ♦ Full Year ♦ Grade 11-12**  
**591 Environmental Science (A2)**

This course is intended for juniors and seniors who have an interest in environmental and social issues or who have an interest in a career in this field. Topics include basic ecology, energy, biodiversity, habitats, ecosystems, pollution, deforestation, pest control, conservation of natural resources, populations, species endangerment, and extinction. Students will participate in the Blackstone Valley Watershed testing program as well as in other related laboratory experiences. *Prerequisites: 2009, 2010 Prerequisites: September 2009 & September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

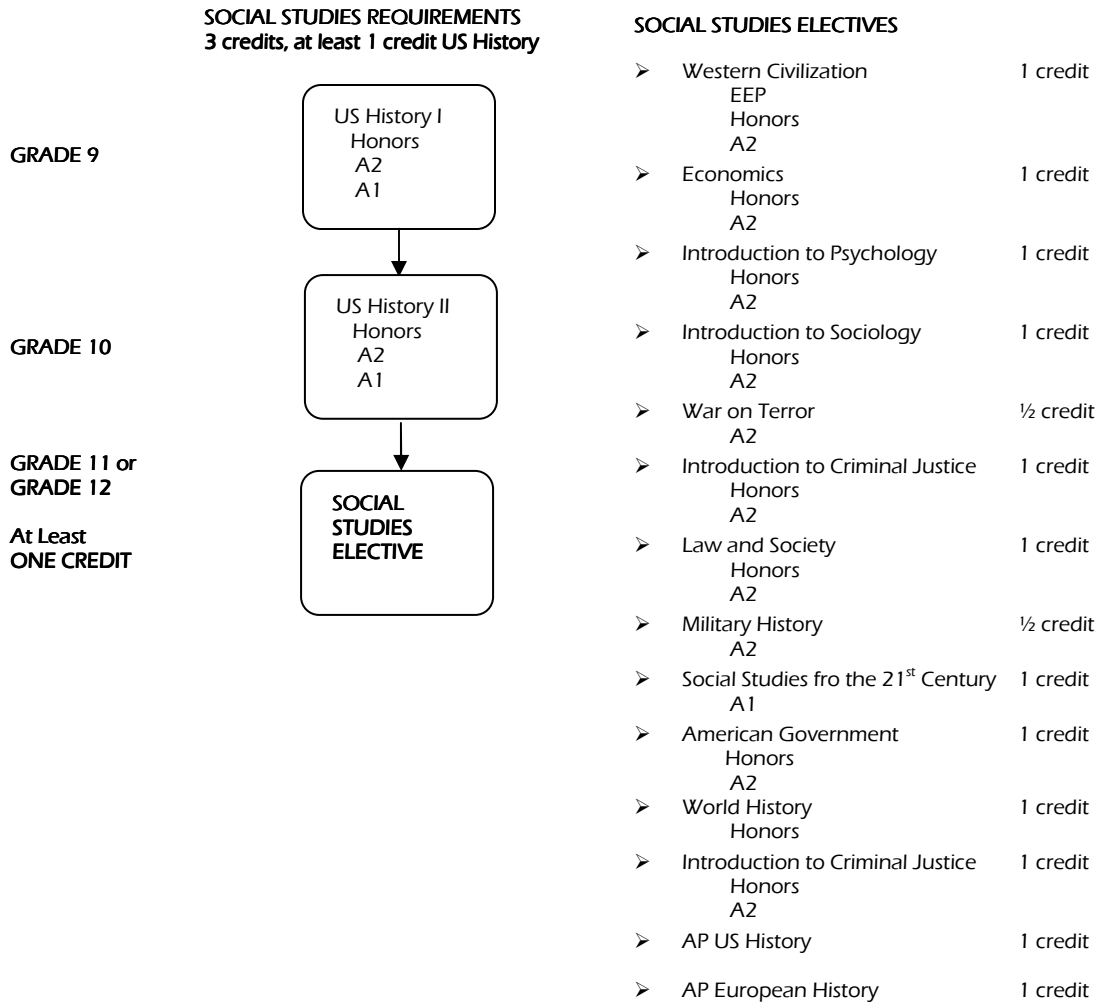
**595 Forensic Science (A2) 1 Credit ♦ Full Year ♦ Grade 11-12**

Forensic Science is a multifaceted approach to the science of solving crimes. There are four themes to the course: 1. a strong influence of deductive reasoning and problem solving, 2. reconstructing crimes and crime scenes using physical evidence, 3. a brief use of chemistry in crime fighting, including DNA analysis, finger printing, origination of incendiaries, and chromatography, 4. how the principles used in the sciences help detectives to solve crimes. Laboratory activities will be included as part of the course.

This course is part of the Law Pathway but may be taken by students not in that program as well. *Prerequisites: September 2009 & September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

## SOCIAL STUDIES DEPARTMENT

The principal goal of the Social Studies department is to prepare students to be informed citizens of the school, the community, the nation, and the world. The Social Studies department offers a range of courses in world and United States history, current events, economics, government, and the social sciences.



**NOTE:** Level changes between A1, A2 and Honors can be made at any time. Recommendations to do so will depend on student's grades, end of semester exams and teacher recommendations.

The only exception is, if there has been a parental override of the recommended level, the student must complete at least one semester at that level.

In all cases, moves will also depend on availability of space in classes.

**Law Pathway is offered in conjunction with Roger Williams University.** During their junior and senior years, students may participate in this interdisciplinary program between science and social studies. With successful completion of the Law Pathway, students will receive a certificate of completion. Students may also opt to present a portfolio of their work to a panel of Roger Williams University professors for consideration of up to six transferrable college credits. There is no cost for

this program and college credits can be used as students enter Roger Williams or transferred to one of the many colleges or universities which accept Roger Williams University credits. See Other Course Opportunities at the front of this Program of Studies for more information.

## COURSE DESCRIPTIONS

- 211 U.S. History I (H) 1 Credit ♦ Full Year ♦ Grade 9**  
**212 U.S. History I (A2)**  
**213 U.S. History I (A1)**

United States History I emphasizes sectional conflict, the crisis of union, the birth of modern America and the rise of the United States as a world power. Exploration, colonial America, independence, the Constitution, and the early nation through the War of 1812 have been emphasized in the eighth grade. This course will include the 1820's, the Age of Jackson, causes and effects leading to the Civil War, the Civil War and Reconstruction, westward expansion, the industrialization of the nation, growth of cities, immigration, the Gilded Age, politics, reform, the Progressive Movement, the U. S. as a world power, and World War I. *Prerequisites: None.*

Text: (H) American Vision Joyce Appleby, James M. McPherson, Alan Brinkley, Donald A. Ritchie, Albert S. Broussard

Text: (A1, A2) America: Pathways to the Present Andrew R. Cayton, Linda Reed, Winkler, Elisabeth Israels Perry, Allan M. Winkler

- 221 U.S. History II (H) 1 Credit ♦ Full Year ♦ Grade 10**  
**222 U.S. History II (A2)**  
**223 U.S. History II (A1)**

United States History II emphasizes events in our nation's history revolving around the economic, political, and social forces that defined the United States in the twentieth century and the early twenty-first century. This course will include the Roaring Twenties, the Great Depression, the New Deal, World War II, the Cold War years, prosperity and optimism, crisis and change, Civil Rights, Vietnam Era, the Conservative years, terrorism, Middle Eastern conflicts. *Prerequisite: US History I*

Text: (H) American Vision Joyce Appleby, James M. McPherson, Alan Brinkley, Donald A. Ritchie, Albert S. Broussard

Text: (A1, A2) America: Pathways to the Present Andrew R. Cayton, Linda Reed, Winkler, Elisabeth Israel, Perry, Allan M. Winkler

- 229 AP United States History 1 Credit ♦ Full Year ♦ Grade 10, 11, 12**

AP American History is a challenging course, designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of American history from the pre-Columbian societies of the Americas to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography. *Prerequisite: US History I*

Students who enroll in AP American History are expected to take the Advanced Placement exam in the spring of that school year.

Text: American Vision Joyce Appleby, James M. McPherson, Alan Brinkley, Donald A. Ritchie, Albert S. Broussard. Reading and Writing requirements: Primary Source documents, 2 books/book equivalents, 2 book reports.

**240 AP European History (EEP)****1 Credit ♦ Full Year ♦ Grade 11-12**

AP European History is a challenging course, designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of European history from the Renaissance to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography.

Students will be required to read a select summer reading list, perform independent research, engage in classroom dialogue, work in document based essays, and critical essays. *Prerequisite: US History I*

Students who enroll in AP European History are expected to take the Advanced Placement exam in the spring of that school year. Students who enroll in EEP European History see page 11 for more details about the program.

Texts: Western Civilization Jackson Spielvogel, Western Civilization: The Continuing Experiment Noble/Strauss. Reading and Writing requirements: Primary Source documents, 2 books/book equivalents, 2 book reports.

**241 Western Civilization (H/EEP)****1 Credit ♦ Full Year ♦ Grade 11-12****243 Western Civilization (A2)**

This course continues the interdisciplinary approach and emphasis of the American Civilization course, but focuses on other areas of the world. Special emphasis is given to particular periods or areas of World Civilization through in-depth study of these selected topics including the Ancient Greeks through modern times. This program seeks to create an understanding of the different cultures of our world as well as their historical and environmental background. *Prerequisite: US History I & II*

Students who enroll in EEP Western Civilization see page 11 for more details about the program.

Texts: (H) Western Civilization, Jackson Spielvogel Text: (A2) Living World History Wallbank/Sehriar

**251 Economics (H)****1 Credit ♦ Full Year ♦ Grade 11-12****253 Economics (A2)**

Mankind's wants are unlimited, while society's ability to satisfy these wants is limited. Economics studies the way human society utilizes its scarce resources to provide people with the things they need or desire. Students learn about stocks, mutual funds, and other forms of investments through first-hand simulated experience. Students study economic principles of microeconomics and macroeconomics. *Prerequisite: US History I & II*

Text: (A2), (H) Economics: Principles and Practices Clayton

**262 Introduction to Criminal Justice (H)****1 Credit ♦ Full Year ♦ Grade 11-12****264 Introduction to Criminal Justice (A2)**

This course introduces the many concepts unique to our Criminal Justice System, specifically in relation to the courts, corrections and policing areas. Adult and Juvenile law will be compared and contrasted as the class will study such topics as the nature and examination of theories of law; criminal processes, criminal causation, vicarious liability, inchoate crime, criminal defenses, substantive crimes against persons, crimes against property, and the federal and Rhode Island court structure. *Prerequisite: US History I & II*

This course is part of the Law Pathway but may be taken by students not in that program as well.

Text: Street Law: A Course in Practical Law Arbetman/McMahon/O'Brien

**266 Law and Society (H) 1 Credit ♦ Full Year ♦ Grade 11-12**  
**267 Law and Society (A2)**

This course connects the government, the American legal system, and the society in which the student lives. It is dedicated to the students' understanding of the historical and social foundation of law, legal ethics, and the social responsibility of law. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; civil rights at school and in the workplace; and the rights of minority groups and women. Additionally, there will be a concentration in Torts, as well as Family, Business and Employment Law. *Prerequisite: US History I & II*

This course is part of the Law Pathway but may be taken by students not in that program as well.

**271 Introduction to Psychology (H) 1 Credit ♦ Full Year ♦ Grade 11-12**  
**273 Introduction to Psychology (A2)**

This course presents topics to provide a basic understanding of psychology. Students will examine major psychological concepts and develop a broad understanding of psychology's diversity. This course will allow students to see how psychology relates to the challenges of everyday life. In reflecting the range of themes and approaches that constitute modern day psychology, major topics covered in class will include (but are not limited to): lifespan development, conditioning and learning, intelligence, creativity, personality, states of consciousness, psychological disorders, social behavior and human relations. The course requires a summer reading assignment, quarterly book reports and regular reading and writing assignments. Emphasis will be placed on active student involvement and participation. *Prerequisite: US History I & II*

This course is part of the Law Pathway but may be taken by students not in that program as well.

Text: (H) Introduction to Psychology: Gateways to Mind and Behavior by Dennis Coon

Text: (A2) Psychology and You McMahon/Romano

**278 Introduction to Sociology (H) 1 Credit ♦ Full Year ♦ Grade 11-12**  
**277 Introduction to Sociology (A2)**

This course is a survey of the discipline of sociology. Topics will include sociological theory, methods, and selected substantive areas such as the definition, identification, and explanation of culture, socialization, social interaction, groups, and social organizations as basic building blocks of society and social experience. Students will apply this knowledge in explaining why people conform to or deviate from societal expectations. Students will identify and interpret the impact of basic demographic trends in society and discuss mechanisms of social change. *Prerequisite: US History I & II*

This course is part of the Law Pathway but may be taken by students not in that program as well.

**288 War on Terror (A2) 1/2 Credit ♦ Semester ♦ Grade 11-12**

This course is based on the events in the world related to the "War on Terror." Students will focus on curriculum materials and ideas that connect the content of the classroom to the headlines in the news. Topics cover a range of foreign policy and international issues with the underlying theme dealing with the "War on Terror." This course invites students to explore various policy options on the question of how the United States should respond to terrorism. By using primary sources students will develop their own viewpoints and perspectives. Included in the course will be important questions and debate concerning America's role in the world today. *Prerequisite: US History I & II*

Text: Street Law: A Course in Practical Law Arbetman/McMahon/O'Brien

**284 Social Studies Skills for 21st Century (A1)**

**1 Credit ♦ Full Year ♦ Grade 11-12**

This elective will stress development of basic skills and competencies in social studies: reading and writing, use of references, analysis, globe and map skills, current events, and citizenship. It contains various aspects of United States, state, and local history. *Prerequisite: US History I & II*

**289 Military History (A2)**

**1/2 Credit ♦ Semester ♦ Grade 11-12**

This course is a survey of military history and the interaction between the military and society. The course will study the interrelationships of warfare, technology, and society in American and World History. The course will focus on such questions as how changing “styles” of warfare and the changes in military technology have impacted state and society. It will also investigate how political and societal changes have influenced the nature of warfare in the modern world, as well as the real world ramifications of the use of military power as a means of “negotiation.” *Prerequisite: US History I & II*

**290 American Government (H)  
American Government (A2)**

**1 Credit ♦ Full Year ♦ Grade 11-12**

The course will pursue a deeper understanding of the institutions of American government at the local, state and national levels in order to prepare the student to become an effective citizen in American society. Students will focus on the development of the Constitution and the Bill of Rights and study the court cases defining our rights and limitations. Students will have a thorough understanding of our nation’s political party system, as well as the governmental relationships within our federal system and the separation of powers/checks and balances within our national government.

A significant feature of American Government is the requirement of six hours of community participation. Different from community service, community participation deals with being involved in the community by attending town council meetings, school committee meetings, viewing court cases, and the like. *Prerequisite: US History I & II*

**291 World History (H)**

**1 Credit ♦ Full Year ♦ Grade 11-12**

World History is the story of the human community – how people lived on a daily basis, how they shared ideas, how they ruled and were ruled, and how they fought. Key themes discussed in this course include, but are not limited to: how physical geography influenced culture and trade, and how people and governments have tried to resolve conflicts and establish order and security. Topics to be discussed include: Empires and Dynasties, the Formation of Religion, Nation-Building, and the two World Wars. *Prerequisite: US History I & II*

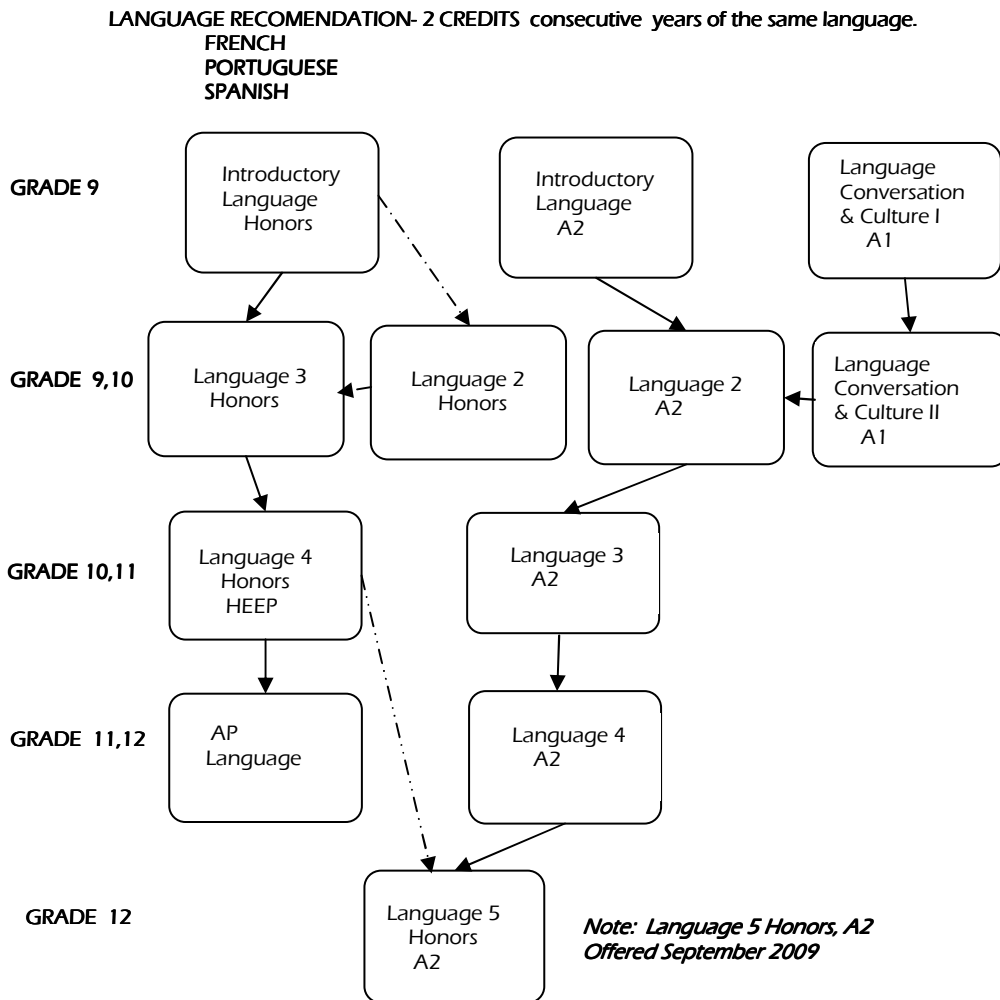
Required Text: Spielvogel, Jackson J. and National Geographic. *World History*. New York: McGraw Hill: Glencoe.

## WORLD LANGUAGES DEPARTMENT

### The Sequential Curriculum in World Languages:

A sequential curriculum is offered in French, Spanish and Portuguese. Most students will begin their study of French, Spanish or Portuguese at the Introductory level. Upon request, students wishing to begin at a more advanced level will be tested. Students taking the Honors Introductory Level may progress to Level 3 as the next in the sequence. Although two or three years of study provide many of the benefits of language study, the maximum program is recommended for those who wish to achieve communicative proficiency.

To go to the next language course in the sequence, **a student must receive a C- in the previous course** or the recommendation of the current teacher.



**NOTE:** Level changes between A1, A2 and Honors can be made at any time. Recommendations to do so will depend on student's grades, end of semester exams and teacher recommendations.

The only exception is, if there has been a parental override of the recommended level, the student must complete at least one semester at that level.

In all cases, moves will also depend on availability of space in classes.

## The Language Laboratory

The primary objectives of any language course are, in order of importance: listening, speaking, reading, and writing the language. Because of the complexity of the understanding and speaking skills, additional aural/oral practice in the language laboratory has become an integral and indispensable part of any language learning situation

The use of the language laboratory exposes the student to a variety of native speakers, a distinct advantage, since the pronunciation and intonation of natives are unique and difficult to acquire by foreign speakers.

## Travel Opportunities

The Department of World Languages strives to provide meaningful cultural opportunities for its students. These extra-curricular visits to France, Spain and Portugal have been very successful experiences for students who participated in the visits. We feel that these kinds of experiences help our students become life-long language learners. Trips are scheduled during April vacation so that our students do not lose valuable class time.

## COURSE DESCRIPTIONS

- 301 French Conversation & Culture I (A1) 1 Credit ♦ Full Year ♦ Grades 9-12**  
**341 Portuguese Conversation & Culture I (A1)**  
**361 Spanish Conversation & Culture I (A1)**

French, Spanish and Portuguese Conversation & Culture I are designed with an emphasis on communicating in the target language in everyday situations (shopping, travel, going to the doctor, etc.). The curriculum is aligned with the five “C’s” of the National Foreign Language Standards: Communication, Cultures, Connections, Comparisons and Communities. The student will also be introduced to the cultural aspects (music, art, food, history, etc.) of the language being studied. This course can be considered the first year of a two year sequence in a language. The second course in this sequence is Conversation & Culture II (A1)

- 302 French Conversation & Culture II (A1) 1 Credit ♦ Full Year ♦ Grades 9-12**  
**342 Portuguese Conversation & Culture II (A1)**  
**362 Spanish Conversation & Culture II (A1)**

Conversation & Culture II is the second in a sequence following Conversation & Culture I. Students will continue to focus on French, Spanish and Portuguese real-life situations in the target language. Culture will continue to be explored. Students completing this course who wish to continue languages study can take Language Level 2. *Prerequisite: None.*

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| <p>304    <b>Introductory French (H)</b><br/> 303    <b>Introductory French (A2)</b><br/> 344    <b>Introductory Portuguese (H)</b><br/> 343    <b>Introductory Portuguese (A2)</b><br/> 364    <b>Introductory Spanish (H)</b><br/> 365    <b>Introductory Spanish (A2)</b></p> | <p><b>1 Credit ♦ Full Year ♦ Grades 9-12</b></p> |
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This introductory course is designed for students who are beginning their study of a language, and/or for students who have had less than a full school year of previous formal exposure. Instructional emphasis is placed on developing proficiency in the areas of listening, speaking, reading, writing, and culture. Students learn fundamental grammar and useful idiomatic expressions through use of the language in practical situations. An appreciation of native cultures including the cities, people, holidays, and customs is incorporated into the class.

The Introductory Honors course will be presented at an accelerated rate to cover the basics of the Introductory Level and Level 2 curricula in one year. The Introductory Level exit exam will be given as the midterm in this class, and the Level 2 exit exam will be given as the final exam.

Choosing the accelerated course requires a serious level of effort and commitment on the part of the student. Ninth graders who successfully complete this class will be able to enter Level 3 language classes as 10<sup>th</sup> graders and thus reach the AP level as 12<sup>th</sup> graders.

*Students entering CHS from the 8<sup>th</sup> grade can be enter a language at a number of different levels. Placement in a language at CHS will be based on: (1) the student's score on an exit exam given in the 8<sup>th</sup> grade which will be evaluated for proficiency, (2) the recommendation of placement by the student's world language teacher at the middle school.*

Year 1 Texts:

- French: Bon Voyage! (1)  
Spanish: ¡Ven Conmigo! (1)  
Portuguese: Portuguese: Bom Dia! (1)

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| <p>311    <b>French 2 (H)</b><br/> 312    <b>French 2 (A2)</b><br/> 345    <b>Portuguese 2 (H)</b><br/> 346    <b>Portuguese 2 (A2)</b><br/> 371    <b>Spanish 2 (H)</b><br/> 372    <b>Spanish 2 (A2)</b></p> | <p><b>1 Credit ♦ Full Year ♦ Grade 9-12</b></p> |
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In this course, students add to their foundation in practical communicative skills, using the target language to gain information, to discuss topics of interest, and to describe events of the present, past, and future. Students read for information and for pleasure, compose short compositions, and engage in conversation. Students continue learning about the culture of the country of the target language.

*Prerequisite: Introductory Language OR Conversation and Culture II*

Year 2 Texts:

- French: Bon Voyage! (2)  
Spanish: ¡Ven Conmigo! (2)  
Portuguese: Portuguese: Bom Dia! (2)

321	<b>French 3 (H)</b>	<b>1 Credit ♦ Full Year ♦ Grade 10-12</b>
322	<b>French 3 (A2)</b>	
351	<b>Portuguese 3 (H)</b>	
352	<b>Portuguese 3 (A2)</b>	
381	<b>Spanish 3 (H)</b>	
382	<b>Spanish 3 (A2)</b>	

The goal of this course is to provide a firm basis in all the skills that the student has been acquiring for ease in communication with native speakers of the target language. Students add significantly to their vocabulary, to their understanding of the language, and to their writing skills by reading progressively more difficult works, discussing these works, and writing about the readings. *Prerequisite: Language 2 OR Introductory Language (H)*

Year 3 Texts:

French: Bon Voyage! 3

Spanish: ¡Ven Conmigo! 3

Portuguese: Sem Fronteiras, Portuguese & Fluency Culture

331	<b>French 4 (H/EEP)</b>	<b>1 Credit ♦ Full Year ♦ Grade 11-12</b>
332	<b>French 4 (A2)</b>	
355	<b>Portuguese 4 (H/EEP)</b>	
356	<b>Portuguese 4 (A2)</b>	
391	<b>Spanish 4 (H/EEP)</b>	
392	<b>Spanish 4 (A2)</b>	

In this course students strive toward language proficiency that allows them to communicate easily with native speakers of the target language on a variety of non-technical topics. Students are able to support an opinion, express emotion, participate in topical discussions, and meet the daily challenges of a country in which the target language is spoken primarily.

Understanding of the target language culture is strengthened through the use of literary texts, films, and Internet activities. These activities help students improve their listening, speaking, reading, and writing skills and provide the basis for spontaneous conversations. *Prerequisite: Language 3*

Students who enroll in EEP French, Portuguese or Spanish see page 11 for more details about the program.

335	<b>French 5 (H/EEP)</b>	<b>1 Credit ♦ Full Year ♦ Grade 11-12</b>
336	<b>French 5 (A2)</b>	
395	<b>Spanish 5 (H/EEP)</b>	
396	<b>Spanish 5 (A2)</b>	

Students will participate actively in casual conversations and ask questions as part of the give-and-take of the interaction. The course uses creative expression as a means to develop mastery at communicating in the target language. Students integrate their high school language learning experiences with their future plans. They make connections between the language and culture studied and international affairs, career paths and other disciplines.

Students will view films from the target language countries in order to gain further insight into the culture of those countries. An ability to read independently in the target language is essential for this course. Students are also able to write and communicate in the target language with understanding, accuracy, and independence.

Students who enroll in EEP French or Spanish see page 11 for more details about the program. *Prerequisite: Language 4*

#### Levels 4 & 5

French texts may be chosen from the following:

French in Action, Tresors du Temps, French for Fluency, Destinations: Nouveaux Horizons, Qu'est-ce qui se Passe?, Une Foix Pour Toutes, Promenades et Perspectives, Le Petit Prince, French: Comprehensive Practice & Testing, Triangle, A la decouverte du Petit Prince

Spanish texts may be chosen from the following:

Galera de Arte y Vida, Spanish for Mastery, Encuentros Maravillosos de Triangulo Una Vez Mas La Catrina, Spanish: Comprehensive Practice and Testing, La Pluma Magica, La Casa en Mango Street.

The Portuguese text may be chosen from the following:

Portugal Língua e Cultúra, Português Ao Vivo, Ponto De Encontro, Qual é a Dúvida?, Vamos lá Continuar!, Vamos lá Começar

**340 AP French Language**

**1 Credit ♦ Full Year ♦ Grades 11-12**

**357 AP Portuguese Language**

**390 AP Spanish Language**

These courses follow the College Board curricula to prepare students to take the Advanced Placement examinations in French or Spanish. They are taught at a college level with mastery of communication skills as the fundamental goal. Substantial work relating to grammar, vocabulary, and culture are demanded in the overall course. The successful course participant actively engages in the sustained use of the target language in a total immersion environment. The scope of the materials used for the course encompasses variety, breadth, and depth in order for the student to understand native speakers, to develop self-expression, and to read for comprehension without dependence on the dictionary. These courses are designed to develop communicative language skills in accordance with the National Standards for Foreign Language Learning.

Students enrolled in the course are expected to take the AP French or Portuguese or Spanish Language examinations. *Prerequisite: Language 4*

## **WOONSOCKET AREA CAREER AND TECHNICAL CENTER**

Woonsocket Area Career and Technical Center offers a full time program that may be started in either the sophomore or junior year. WACTC offers the following programs:

Automotive Technology  
Baking & Pastry Arts  
Child Studies/Human Studies  
Construction Technology  
Culinary Arts  
Digital Media  
Graphic Design & Printing  
Health Careers  
Hospitality/Tourism  
Information Technology & Game Design  
Network Engineering

Students or parents who wish a more complete description of these programs should contact the guidance department.